DENISON

UNIVERSITY

CATALOG 1996-98

Denison University Calendar for 1996-97

Fall Semester 1996

September	2	Mon.	Registration, classes begin, 8:30 a.m.
October	4-6	Fri.-Sun.	Fall Parents Weekend
	19	Sat.	Homecoming
	21	Mon.	Midsemester grades due
Nov.	11-22	Mon.-Fri.	Preregistration for spring semester
	22	Fri.	Thanksgiving vacation begins, 5 p.m.
December	2	Mon.	Classes resume, 8:30 a.m.
	13	Fri.	Classes end
	14, 15	Sat., Sun.	Reading and study days
	16, 17	Mon., Tues.	Final examinations
	18	Wed.	Reading and study day
	19-21	Thurs.-Sat.	Final examinations
	22	Sun.	Residence halls close, noon

Spring Semester 1997

January	13	Mon.	Registration, classes begin, 8:30 a.m.
February	26	Wed.	Midsemester grades due
March	7	Fri.	Spring break begins, 5 p.m.
	17	Mon.	Classes resume, 8:30 a.m.
Mar. 24--Apr.	4	Mon.-Fri.	Preregistration for fall semester '97-98
April	8	Tues.	Honors projects due
	25	Fri.	Classes end
	26, 27	Sat., Sun.	Reading and study days
	28	Mon.	Final examinations
	29	Tues.	Reading and study day
	30	Wed.	Final examinations
May	1	Thurs.	Reading and study day
	2	Fri.	Final examinations
	3,4	Sat., Sun.	Reading and study days
	5,6	Mon., Tues.	Final examinations
	10	Sat.	Baccalaureate service, 5:30 p.m.
	11	Sun.	Commencement, 12:30 p.m.

May Term

May	12	Mon.	May Term begins
	30	Fri.	May Term ends
June	20	Fri.	May Term reports due for transcript reporting

Please Note

The policies and practices outlined in this publication may be revised, revoked or supplemented at the discretion of the University subject to reasonable time notifications. They are in no way to be considered contractual obligations.

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DENISON UNIVERSITY LIBRARIES

Catalog
Denison University
1996-98

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Geology and Geography
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Mathematics
Media Technology and Arts
Modern Languages
Music
Organizational Studies
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History and Purposes

History of Denison

Denison University is an independent residential college of some 1,800 students, 163 faculty members and 23,000 alumni. It attracts to its spacious small-town campus a national student body, together with a growing number of international students. Denison is a coeducational community of intellectual excellence and moral ideals.

The Denison of today bears little physical resemblance to the institution in its earliest years, yet there is an important continuity from those times to the present. From its beginning, the College has been committed to serving society's need for education. It has endeavored to be, in the words of its first trustees, "a useful Institution suited to the wants, and calculated to promote the welfare of, a rapidly growing and free country."

Founded in December 1831 by the Ohio Baptist Education Society, the school was originally known as the Granville Literary and Theological Institution; it held its first classes in the local Baptist church. A year later it was able to move to its intended farm site a mile west of the village, and its first three students were graduated in 1840. The name was legally changed to Granville College five years later. By 1854 the trustees had agreed not only to move the school to the present site on a hill overlooking the village, but also to name it Denison University in honor of William S. Denison, a resident of neighboring Muskingum County who had pledged $10,000 to a crucial endowment campaign.

By the term "university" the trustees then meant that Denison would offer several different courses of study, including work in the sciences leading to "the degree of Bachelor of Science, already adopted in some of the eastern colleges." Graduate programs leading to a master's degree were adopted in 1887, but by the late 1920s Denison became, by choice, solely an undergraduate institution.

Coeducation came about gradually as well. In December 1832 Granville saddler Charles Sawyer had founded the Granville Female Seminary on what is now Denison's Lower Campus. In 1861 those buildings were sold to the Young Ladies' Institute, a two-year-old Baptist-sponsored enterprise, and by 1866 some Institute women were welcomed in classes "on the hill." Renamed Shepardson College for Women in 1886 at the retirement of the Institute's beloved president, the Rev. Daniel Shepardson, this old "Upper Sem" became part of Denison University in 1900. In 1927 the two were merged under one board of 36 trustees.

Denison University Statement of Purpose

Our purpose is to inspire and educate our students to become autonomous thinkers, discerning moral agents and active citizens of a democratic society. Through an emphasis on active learning, we engage students in a liberal arts education that fosters self-determination and demonstrates the transformative power of education. We envision our students' lives as based upon rational choice, a firm belief in human dignity and compassion unlimited by cultural, racial, sexual, religious or economic barriers, and as directed toward an engagement with the central issues of our time.

☐ Our curriculum balances breadth with depth, building academic specialization upon a liberal arts foundation in the arts, the sciences, the social sciences and the humanities. Responsive to new ways of learning, we continue to develop interdisciplinary integration of the many forms of knowledge. While our students pursue specialized learning in their chosen majors, they also develop the framework for an integrated intellectual life, spiritually and morally informed.

☐ Our faculty is committed to undergraduate education. As teacher-scholar-advisers, their principal responsibility is effective teaching informed by the best scholarship. Faculty members place a priority on close interaction with students, interactive learning, and partnerships with students in original research. Our low student/faculty ratio allows for close supervision of independent research and collaborative work in small groups and classes.

☐ Our student body will remain between 1,800 and 2,000. We seek to ensure an ever-broader range of racial, ethnic, international and economic backgrounds. Within our means, we meet the financial needs demonstrated by our students.

☐ The focus of student life at Denison is a concern for the whole person. The University provides a living-learning environment sensitive to individual needs yet grounded in a concern for community, in which the principles of human dignity and ethical integrity are paramount. Students engage in a wide range of co-curricular activities that address the multidimensional character of their intellectual and personal journey.

☐ Denison is a community in which individuals respect one another and their environment. Each member of the community possesses a full range of rights and responsibilities, and foremost among these is a commitment to treat each other and our environment with mutual respect, tolerance and civility.

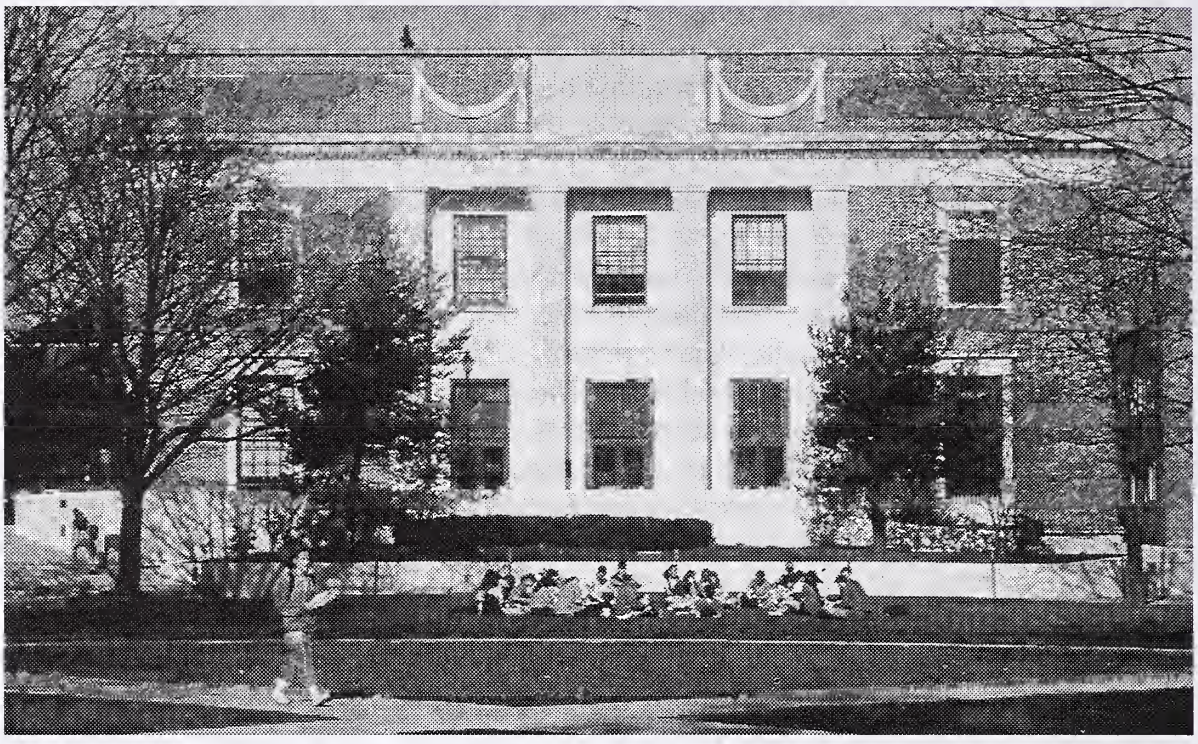
Accreditation and Recognition

Denison is accredited by the Commission on Institutions of the North Central Association of Colleges and Secondary Schools, which was formed in 1913. Denison is certified by the Ohio Board of Regents to grant three degrees: Bachelor of Arts, Bachelor of Science, and Bachelor of Fine Arts.

Denison's program in Education is approved by the State of Ohio Board of Education, and the American Chemical Society accredits the program in chemistry.

Denison's pre-medical program is recognized by all medical schools accredited by the Association of American Medical Colleges.

Denison is a member of the Great Lakes Colleges Association, the Association of American Colleges and Universities, the Ohio Colleges Association, the Association of Independent Colleges and Universities of Ohio, and several additional national and state associations.



Denison at a Glance

Type of College: Coed, four-year independent college of liberal arts and sciences, founded in 1831.

Location: Granville, Ohio, 27 miles east of Columbus

Campus size: 1200 acres with a 350-acre Biological Reserve

Academic year: Semester system

Academic programs: 37

Optional May Term: Internships and travel seminars

Degrees offered: B.A., B.S., B.F.A.

Phi Beta Kappa chapter: Established 1910

Average class size: 18; student/teacher ratio: 11:1

Total full-time equivalent faculty: 163

Total undergraduates: approximately 1,900

Total alumni: over 23,000

Endowment and similar funds: $186,000,000

The Academic Program

The concept of liberal arts embodies certain fundamental goals, among them breadth, depth, and independent thinking. Our commitment to a broad liberal arts education is expressed in the form of General and Major Requirements designed to structure the student's pursuit of these educational goals. Breadth refers to a set of experiences that introduces students to a wide range of content and modes of inquiry, offers a broad exposure to human culture, and cultivates a more informed understanding of our world from many perspectives. Depth refers to the development of the higher-order intellectual competencies that come primarily from the intensive study of a particular discipline, principally from the pursuit of a major. Independent thinking denotes the development of the capacity, embodied in the "liberal" or "free" person, to challenge assumptions and to create new ideas and meanings.

Graduation Requirements

- ☐ Earn 127 semester hours of credit;
- ☐ Earn a cumulative grade-point average of at least 2.0, both overall and in the major and minor fields;
- ☐ Take approximately 13 courses from a variety of areas of knowledge as a part of the General Education program;
- ☐ Major in some area — either in a department, a program, or an individually-designed area;
- ☐ Successfully complete a comprehensive experience in certain major fields;
- ☐ Reside at Denison for at least six semesters. (Transfer students: four semesters and/or a minimum of 60 hours of courses.)

Please note that qualifications and further clarification of these requirements appear in various following sections. These requirements apply to all students, unless otherwise noted in the following sections. Note exceptions, in particular, for Bachelor of Fine Arts candidates.

Degrees Available at Denison

Bachelor of Arts

A candidate for the Bachelor of Arts degree who majors in one department must successfully complete a minimum of 24 semester-hours of work. The *maximum number of* credit hours which may be taken in the major by the end of the junior year is 32. Hours in the major in excess of 32 at the end of the junior year will not count toward the degree.

These maximums do not apply to an interdepartmental or individually designed major. Maximums in these cases are to be worked out with the student's adviser and others.

Bachelor of Arts candidates shall be free to plan their senior program, in consultation with their adviser, to suit individual needs as to depth and breadth of study.

Bachelor of Science

A candidate for the Bachelor of Science degree may pursue coursework in any of the following fields: Biology, Chemistry, Biochemistry, Geology, Mathematics or Computer Science, Physics (Astronomy), and Psychology.

A candidate for the Bachelor of Science degree may earn a maximum of 70 semester-hours in the major field and specified related area requirements. At least 24 hours must be earned in the major field.

Bachelor of Fine Arts

A candidate for the Bachelor of Fine Arts degree will major in studio art or theatre and is required to take a minimum of 40 credit hours in that major. The program will be planned with a departmental adviser.

Including two First-Year Studies courses, candidates for the B.F.A. degree are required to complete successfully a minimum of 16 hours credit from General Education courses outside the fine arts, including one General Education course each in the sciences, social sciences, and humanities. In addition, a student will take a minimum of 15 credit hours from the following areas, other than the major area of concentration: art history, dance, music, theatre, cinema, and studio art. BFA candidates in Theatre and Studio Art may be required by their departments to fulfill additional general education requirements.

Double Degrees

Although the pursuit of a double degree is rare, Denison students may earn two degrees during their undergraduate career. For further information, contact the Registrar.

General Education Requirements

A life based on rational and humane self-determination, to which all liberal education aspires, requires those skills and understandings of ideas, principles, and methods most common to the major realms of modern knowledge.

In recognition of this need, Denison offers a program of General Education. Students must take certain courses from this program regardless of major field. It is designed to expose the student to broad areas of knowledge that should contribute to the dual goals of vocational success and a happier, more intelligent mode of living.

In some cases courses from the General Education area must be taken in the first or second years. Furthermore, since we are eager to build on the academic work students have done before coming to Denison, students may either waive and/or receive credit in these areas by Advanced Placement or Proficiency Testing.

☐ First-Year Studies Requirement: 2 courses

See page 86 for a full description of the First-Year Studies Program.

☐ **Textual Inquiry:**

A course which has as its primary focus the close analysis and interpretation of one or more texts.

☐ **Critical Inquiry:**

A course in which students will critically analyze philosophical and religious questions central to the heritage of Western and non-Western civilizations.

☐ **Social Inquiry:**

A course which introduces the scientific study of political, social, or economic issues in the modern industrial world.

☐ **Scientific Inquiry:**

Three courses, including one in the life sciences (Biology or Psychology) and one in the physical sciences (Astronomy, Chemistry, Geology, or Physics.) The third science course can be an additional one-semester course in a life or physical science; it can be an appropriate one-semester college-level course in the Mathematical Sciences; or it can be a cross-disciplinary science course.

☐ **Artistic Inquiry:**

Two courses in Studio Art, Art History, Dance, Music, Theatre, or Cinema. This requirement can be fulfilled with studio or "participatory" courses for at least six hours of cumulative credit. Use of accrued "participatory" credits to satisfy this requirement must be done in consultation with the appropriate departmental chairperson and the Registrar.

☐ **Minority/Women's Studies:**

A course which focuses on some aspects of the experience, identity, and contributions of women and minority groups in 20th century America.

☐ **Foreign Language:**

There are a variety of ways to demonstrate the required skill in foreign language.

(1) You receive credit and waiver for the language requirement if you score 700 or higher on a College Board Achievement Examination in any foreign language.

(2) You receive credit and/or waiver for "adequate" performance on a College Entrance Examination Board Advanced Placement Test. "Adequate" performance is determined by the department.

(3) Denison requires that every student complete the first three semesters or the equivalent in one foreign language. All entering students who have studied a foreign language must take the appropriate placement test during the orientation period. If a student intends to continue a language begun in high

school or for which there was other preparation, the placement test determines how many, if any, semesters of that language are necessary.

An appropriate course from at least two of the three following categories:

☐ **American Social Institutions:**

A course which focuses on one or more social structures or institutions in America and the principles which shape them.

☐ **Western Studies:**

A course which focuses upon one or more aspects of the origins and development of Western Civilization through the nineteenth century.

☐ **Non-Western Studies:**

A course which investigates the historical, aesthetic, religious, social, political, economic, or ecological foundations and accomplishments of a human society outside the West.

Please Note:

Only two courses from any single department can be used to fulfill the General Education requirements. A course as referred to above may be for either three or four credit hours.

Candidates for the B.A. degree are permitted no more than 32 hours in the major by the conclusion of the junior year. Hours in excess of 32 at the conclusion of the junior year will **not** normally be counted toward graduation.

Candidates for the B.F.A. degree are required to complete successfully a minimum of 16 hours credit in General Education outside the fine arts, including one General Education course each in the sciences, social sciences, and humanities.

☐ **Oral Communication Requirement:**

Proficiency is required and may be demonstrated by passing a special test administered by the Communication Department. Freshmen and sophomore students in particular are strongly urged to take this test. Courses that may fulfill the requirement are: Communication 101, 220, 221, 222 or 223; Theatre & Cinema 121, 123.

Departmental and Interdepartmental Majors

The Denison faculty believes the achievement of some competence within a particular field or in combined fields or some study of a particular issue or problem in depth is essential for an educated person. For some majors this may require completion of a comprehensive examination or culminating learning experience. In discussions with their advisers, students should look ahead to possible majors and make their choices before entering the junior year.

Art — Art (Studio) or Art History
Biology
Black Studies
Biochemistry
Chemistry
Classical Civilization
Communication — Speech Communication or Mass Communication
Dance
East Asian Studies
Economics
Education
English — Literature or Writing
Environmental Studies
French Area Studies
Geology
History
Latin
Latin American and Caribbean Studies
Mathematical Sciences — Mathematics or Computer Science
Media Technology and Arts
Modern Languages — French, German, or Spanish
Music
Philosophy
Philosophy, Politics and Economics (PPE)
Physical Education
Physics
Political Science
Psychology
Religion
Sociology/Anthropology
Theatre and Cinema — Theatre or Cinema
Women's Studies

The particular requirements are described under Courses of Study in this Catalog.

The Individually Designed Major

A Denison student may design his/her own major. Approval of a proposal for a major will be based on the following criteria:

☐ At least 20% of the total number of hours taken by the student must be in the program declared as a major.

☐ While there is no upper limit on the total number of courses which may be taken in an individually designed major, a student may take no more than 40 hours in one department for the BA and BS degree.

☐ The choice of the individually designed major is subject to the approval of the adviser and the appropriate committee of the Academic Affairs Council. The student should be sponsored by an adviser and other faculty consultants as they deem necessary.

☐ The major should include at least five courses which are other than directed or independent studies. The major should also include at least one directed or independent study suitable to the area of the proposed program.

Individually Designed Majors approved in the last few years include the following titles: "The Psychology of Speech," "Science and Human Values,"

"American Subcultures," "American Studies," "Biology and Studio Art," "Japanese Studies," and "America and Europe — History and the Literary Imagination," "Religion and Politics," "Philosophies of Science," "Environmental Studies," "Cultural Ecology," "Environmental Economics," and "Third World Studies: Latin America."

Students wishing to design their own majors should consult with the chair of the Alternative and Co-Curricular Programs Committee early in their Denison careers. Approval for the proposal must be completed by November 1 of the student's junior year.

The Minor

A student may undertake a plan of study for a minor. Most departments offering majors, as well as several areas of concentration, have developed a minor program. Areas with minors approved by the Academic Affairs Council are as follows:

Art History
Art Studio
Astronomy
Biology
Black Studies
Chemistry
Cinema
Classical Civilization
Communication
Computer Science
Dance
East Asian Studies
Economics
Educational Studies
English
Environmental Studies
French
Geology
German
History
Latin
Latin American and Caribbean Studies
Mathematics
Music
Philosophy
Physical Education
Physics
Political Science
Psychology
Religion
Sociology/Anthropology
Spanish
Theatre
Women's Studies

Each Department determines what constitutes a minor in its program within the following guidelines:

1. A minor shall have two-thirds the number of courses which are required for a major, or no fewer than 19 credit-hours.
2. There shall be structure for the minor as determined by the Department. In other words, a minor shall not be made up of randomly selected courses.
3. If possible, a Department shall have some special requirement for students electing the minor, such as participation in the senior seminar, special comprehensive examination questions, or similar requirements corresponding to the requirements for the major.

According to the Academic Affairs Council, no department or program is required to develop a program of minors.

Educational Planning & Advising

Each incoming student is assigned a faculty adviser who counsels the student in planning his or her academic program. As often as possible, the faculty adviser will be an instructor in one of the student's courses in the first semester.

As a student's major and vocational goals become more clearly defined, it is likely that the student will wish to change to another adviser more familiar with those developing interests. Students may, with the consent of the new faculty adviser, change the officially listed adviser at any time. All changes must be reported to the Office of Academic Support.

During the first year of residence, a student is urged to begin planning his or her own program of study. This program should be suited to the student's particular needs, interests, life aspirations, and career plans. The various academic departments and the faculty adviser, as well as the offices of Student Affairs, Career Development and Academic Support, will assist students with the planning process.

Good educational planning, based on Denison's tradition of liberal education, should include consideration of educational objectives relating to career plans and personal developmental goals, analysis of high school and first semester Denison experiences and discoveries, course work and off-campus programs being considered, and a tentative choice of major. The student should discuss these issues with his/her faculty adviser.

Since education is an evolutionary process, students are encouraged to explore the breadth of opportunity at Denison in their early years on campus. Modification of academic goals, vocational plans, and prospective majors is common so students should not preclude from consideration any particular range of educational alternatives.

Special Academic Projects

Students have the opportunity to undertake Directed Studies, Independent Studies, Senior Research, and Honors Projects. These are explained below.

Directed Study

A student in good standing is permitted to work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when a student wishes to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. **A Directed Study should not duplicate a course that is regularly offered.** A student who wishes to elect a Directed Study must submit to the Registrar a typed proposal with appropriate departmental approval no later than the first Friday of the semester. Directed studies are normally taken for 3 or 4 credits. The form required for Directed Studies can be obtained from the Office of the Registrar.

Independent Study

Independent Study involves relatively undirected student effort in the pursuit of clearly defined goals. In this effort a student may employ skills and information

developed in previous course experiences or may develop some mastery of new skills.

A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project adviser. The approval must be submitted on the appropriate form to the Registrar at the time of registration and meet certain criteria.

The chief distinction between this option and other options for individual study is that an individual faculty member works with the student only prior to the initiation of the study or at its very beginning and at the completion of the study. A student may propose an extensive independent project up to the equivalent of a full semester's work. An Independent Study project which constitutes a student's total academic load in a given semester may be done either on or off the campus. Any proposal or combination of proposals to do independent work carrying more than four credit hours must be submitted to the Alternative and Co-Curricular Programs Committee. Examples of Independent Studies approved recently include: "An Existential Search for Religion," "Genetics of Sarracenia," "Internship at Warner Amex Qube," "Creativity and the New York Musician," and "Behavioral Studies of the Primates of the Peruvian Amazon."

Senior Research

A student may enroll for Senior Research in his or her final year at Denison. Normally, senior research requires a major thesis, report or project in the student's field of concentration and carries eight semester-hours of credit for the year. It may be converted to an Honors Project, with the approval of the faculty sponsor for the project, if application is made prior to the fifth week of the second semester. Semester-hours of credit for Senior Research shall not be counted toward the maximum hours allowed in the student's major. The form required for Senior Research can be obtained from the Office of the Registrar.

Honors Project

Any senior whose record shows at least a 3.4 grade-point average and who has earned the recommendation of his or her department may undertake a two-semester Honors Project in a specific topic related to his or her major field. Such a study must be recommended by the student's academic adviser and the departmental chairperson and be approved by the Academic Affairs Council. If completed successfully, an Honors Project earns eight credit-hours toward graduation and the possibility of graduation with Honors. Please note carefully the explanation on the next page dealing with Graduation with Honors. The form required for Honors Projects can be obtained from the Office of the Registrar.

Special Academic Honors

The Dean's List

A student earning a superior academic average is placed on the Dean's List. Normally, less than 18 percent of the student body earns this distinction. Notice of this fine accomplishment is sent to the student's hometown newspaper(s). The Dean's List is placed in public locations on campus.

Academic qualifications for inclusion on the Dean's List require that a 3.500 academic average be maintained for the semester, with no D's, F's, U's, I's, W's, WF's or WP's and that a minimum of 12 academic hours be completed for a grade.

Phi Beta Kappa

The Denison University chapter of Phi Beta Kappa was established in 1910. Election to Phi Beta Kappa takes place during the second semester of the senior year and is based primarily on a record of outstanding academic achievement. Election is also possible during the second semester of the junior year for a student whose academic record is truly exceptional.

Graduation With Honors

A student who meets the general college requirements and the particular requirements for any one of the above degrees may graduate with Honors. There are three levels of Honors.

Highest Honors — Summa Cum Laude

This highest distinction is accorded to students who earn a cumulative grade-point average of 3.8 and receive an A grade on their honors project and the recommendation of their major department (or appropriate committee in the case of an interdepartmental major).

High Honors — Magna Cum Laude

This second highest distinction is accorded to students who earn a cumulative grade-point average of 3.6 and receive an A grade on their honors project or who earn a cumulative grade-point average of 3.8 and receive a B grade on their honors project. The recommendation of the major department, or appropriate committee in the case of an interdepartmental major, also is required for graduation with High Honors.

Honors — Cum Laude

This third distinction is accorded to students who earn a cumulative grade-point average of 3.6 and receive the recommendation of their major department (or appropriate committee in the case of an interdepartmental major) or earn a cumulative grade-point average of 3.4 and receive an A or B on their honors project and the recommendation of their department or appropriate committee.

Please note: The grade point average is computed on the last six or eight semesters, whichever is higher. Departments will explicitly state, late in the second semester of the senior year, that the student is recommended for honors with no qualifications. This recommendation will be based in part upon the student's performance in departmental and related courses, and in part on his or her having exhibited an outstanding breadth and depth of understanding in the field of study. An Honors Project is a distinct and separate part of Honors and may not itself satisfy the requirement, nor be the factor on which the department makes its recommendation.

President's Medals

Each spring at the Academic Awards Convocation the President awards special medals to outstanding graduating seniors who have made especially good use of their undergraduate education and have contributed substantially to the community. The range of accomplishments the President seeks to acknowledge and honor are comparable to those associated with the winners of a major national scholarship such as the Rhodes or Marshall. The preeminent criterion for receipt of a President's Medal, Denison's most prestigious award, is academic achievement. In addition, candidates must embody some combination of the following: service to the community, contribution to the arts, enlargement of the community's global perspective, athletic fitness and achievement, leadership ability and contribution to community discourse.

Registration & Academic Regulations

Registration

Registration is the formal enrollment in the College. In registering, the student subscribes to **all** the regulations, terms, and conditions — academic and financial — set forth in this Catalog. A student must, therefore, confirm registration **in person** during the scheduled registration period each semester.

Normal Registration

A normal load is set at 16 semester-hours of credit per semester. This total should include the appropriate requirements. The normal academic load enables a student to meet the graduation requirements within eight semesters. A student who pays regular tuition charges is permitted to audit, without additional cost, one course a semester for which no credit may be claimed.

Reduced Registration

This classification is recommended for a student who for any reason cannot carry a normal schedule satisfactorily. If reduced registration is advisable, a student may be required to carry a schedule of 12 to 14 credit hours and be asked to devote an extra semester to fulfill the graduation requirements. Without special permission from the appropriate Dean, 12 hours shall be minimum registration for any regular student. With special permission a regular student may register for 9 to 11 credit hours. Continued use of the reduced registration option could have ramifications for financial aid eligibility.

Excess Registration

The payment of tuition for fall or spring semesters of any given academic year entitles a full-time regular Denison student to 18 credit hours in that semester. See Annual Cost section of Catalog for the fee, billing, and payment arrangements if taking more than 18 hours in any semester. With extenuating circumstances and evidences of careful planning, a student may petition twice during the Denison career to take 20 hours and waive the excess hours fee. Any such request must be made prior to the beginning of the semester in question.

Additional Credit

A student may request, with the consent of the instructor, to take a course for an additional hour of credit. The nature of the additional work which the student must do in order to receive the additional credit, and how that work will be evaluated, must be clearly outlined in the petition. Usually instructors award one grade, but may choose to assign different grades to the regular course and the additional project.

A student whose petition for additional credit is granted may not ask to drop that credit after the deadline for dropping courses has passed.

Partial Registration

A regular student, with the permission of the appropriate Dean, may take a part-time schedule of eight or fewer academic semester-hours of credit. A part-time regular student may pay by the credit hour and must carry eight hours or fewer. **Regular students carrying more than eight hours are counted by the University as full-time students and must pay full tuition.** A full-time student normally carries 15 to 16 hours. For students on financial aid or scholarship, a minimum registration of 12 hours is required.

Special Registration

Special registration is open to persons living within commuting distance of the campus, certain foreign students who wish to take for credit or to audit certain courses of special interest but who are not degree candidates, and to certain graduates wishing to take post-graduate work. **A special student** may not register for more than 8 credit-hours of academic work except by permission from the Registrar's Advisory Committee. A special student desiring credit must submit appropriate credentials to the Office of Admissions. If after one semester a special student has failed to maintain a 2.0 average, his or her special standing can be terminated.

Changes in Registration: Adding of Courses

A student may add courses or credits to his or her registration during the first two weeks (10 class days) of a semester. The student should consult with the adviser and must have the consent of the instructor. The appropriate documentation must be filed promptly.

Changes in Registration: Dropping of Courses

A drop of a course or credit may be done through the end of the fourth week of classes by submitting to the Office of the Registrar a properly completed change of registration form. During the first collegiate semester, first-year students may drop a course until the conclusion of the ninth week.

Change of registration after the stated deadlines requires action of the Registrar's Advisory Board. The decision of the Registrar's Advisory Board is final.

Late Registration

Students failing to register by the deadline date prescribed in University publications and/or failing to respond properly to University official's notices regarding the problem shall be withdrawn from all preregistered courses. Such

withdrawal carries with it financial forfeitures of 50 percent of all fees due. Appeal of this action shall be to the Registrar's Advisory Board and, with a resulting decision of reinstatement, normally carries a **minimum** penalty of $50 and other disciplinary sanctions as deemed appropriate.

Statement of Petition Policy

On the advice of the Registrar, students may petition the Registrar's Advisory Board for exceptions to rules concerning academic policies and procedures. However, the Board will consider only those petitions which are submitted sufficiently far in advance so that, if denied, the petitioner will still have time to remedy the deficiency by suitable re-scheduling or other appropriate action. **The decision of the Registrar's Advisory Board is final.**

While for some students the interpretation of this statement may mean that they will need to submit their petitions a year or more in advance of graduation, for all students it will mean that petitions relating to the successful completion of the requirements for graduation will not ordinarily be accepted after 4:30 p.m. of the last day of classes in the semester immediately preceding the student's last semester at Denison. **Specifically, no petitions by seniors seeking substitutions or waivers of General Education requirements will be entertained after this deadline.**

Attendance Policy

It is expected that the student will attend and participate in all regularly scheduled classes. If a class is missed, for any reason, the student is responsible for determining what occurred in the missed class. Absence from a class will not be accepted as an excuse for not knowing class material. The student is responsible for all information, discussion, and conceptual analysis which take place during classes.

Academic Dishonesty

Every Denison student is expected to know and uphold University standards in matters of academic honesty. Students who practice academic dishonesty assault their own integrity as well as that of the University. Behavior which is in direct violation of these standards is discussed in the student handbook. Each Denison student is expected to be familiar with this policy.

Student Classification

Classification of students is determined by the amount of academic credit earned.

- First Year Standing — A student is classed as a first-year student unless he or she is deficient in more than one unit of preparatory work.
- Sophomore Standing — A student must have earned 26 semester-hours of credit.
- Junior Standing — A student must have earned 60 semester-hours of credit.
- Senior Standing — A student must have earned 90 semester-hours of credit.

Eligibility Rule

A regularly enrolled student registered on a full-time basis (normally 12 semester-hours or more) shall be eligible to participate in all college and intercollegiate activities. **The student whose scholastic record falls below a 2.0 average will not be permitted to participate in intercollegiate athletics.**

First-year students are eligible to participate in intercollegiate athletics during their first semester.

Credit Earned by Advanced Placement Testing

Incoming First-Year students and Transfer students who score a 5 or a 4 on a College Entrance Examination Board Advanced Placement Examination may receive academic credit for their scores. Students scoring a 3 may also be awarded such credit at the discretion of individual departments after review of the student's test book.

Incoming First-Year students and Transfer students should claim such earned Advanced Placement credit within one semester of enrolling at Denison. Beyond this one-semester time limit, re-testing or other similar certification procedures may be required.

Recognition of Credit Earned Elsewhere

Resident Transfer Credit will be honored only if taken at an accredited college or university and only if the student submits an official transcript of credit **prior to** or at the time of the next succeeding registration at Denison. (This applies also to summer school credits earned elsewhere.) If a student achieves an overall average of less than 2.0 for courses taken in summer school, credit for courses passed with a grade of C or better shall be given only at the discretion of the Registrar's Advisory Board. Students considering off-campus work (especially summer school work) must confer with the Registrar. Credit earned in disciplines other than those in the Denison curriculum will not normally be accepted. The University has no obligation to award transfer credit for course work that has not been approved in advance.

Grades Earned Elsewhere

Grades received at another institution shall not be computed into the Denison quality-point average, or be used to remove Denison quality-point deficiencies except by petition to and favorable action by the Registrar's Advisory Committee. Denison will not award credit for work below C level on transfer from another institution.

Extension or Correspondence Study

Courses taken by extension (in an officially designated extension center of an accredited college or university) are credited on the same basis as resident transfer credit (see above).

Courses taken by correspondence or by audio or video cassette are **not** accepted for credit at Denison.

Withdrawal From the College

To withdraw from the school a formal report must be signed by the instructor and the student's adviser and presented to the Registrar. No record will be made if a student receives permission to withdraw from school before the end of the fourth week of classes. A student who withdraws from school without official permission will receive a grade of F (failure) on his or her permanent record. Petitions for exception must document unusual circumstances, and such petitions are submitted to the Registrar's Advisory Board.

In addition, a student who finds it necessary to leave Denison before the close of the semester must, in order to receive an honorable dismissal, report to the appropriate Dean and arrange for an official withdrawal. No grades will be recorded if a student withdraws from the college before the end of the fourth week of classes. Between the fourth and seventh weeks, grades of "W" will be recorded. Except in cases of illness and/or exceptions granted by the Registrar's Advisory Board, grades of F (failure) will be entered on the permanent record of the student who withdraws from Denison after the seventh week of classes.

The college may, whenever in its judgment such action is for the best interest either of the student or of the student body, dismiss or refuse to enroll or re-enroll any student.

Withdrawal from the University at any time is official only upon written notice to the Office of Student Affairs. A request to the Registrar for a transcript or failure to participate in room lottery is not considered withdrawal from the University.

Registration Procedure

A student must complete his or her advanced registration and also final registration at the times scheduled in order to avoid payment of a fee for late compliance.

No student will be admitted to any class later than the second week of the semester.

Advance Registration

All enrolled students prepare a detailed schedule of courses with the assistance of a departmental chairperson or faculty counselor during a designated week in the preceding semester. First-year students register early by personal conference on campus, by telephone conference, or by mail in the summer preceding entrance to Denison. All students registering by mail must consult with an academic adviser before beginning to attend class.

Registration

The student's Personal Data Form must be deposited at the designated location for the use of the Office of the Registrar. In submitting this form, the student

confirms that satisfactory financial arrangements have been made with the Cashier's Office and that he or she has properly registered for courses.

Special Academic Regulations

Grading System

Beginning with the fall semester of the 1976-77 academic year, plus and minus grades carry the following weights in the computation of grade-point averages.

A+	4.0 for each credit-hour.
A	(Excellent) 4.0 for each credit-hour.
A-	3.7 for each credit-hour.
B+	3.3 for each credit-hour.
B	(Good) 3.0 for each credit-hour.
B-	2.7 for each credit-hour.
C+	2.3 for each credit-hour.
C	(Fair) 2.0 for each credit-hour.
C-	1.7 for each credit-hour.
D+	1.3 for each credit-hour.
D	(Passing) 1.0 for each credit-hour.
D-	.7 for each credit-hour.
F	(Failure) 0 for each credit-hour.
I	(Incomplete)
S	(Satisfactory) 0 for each credit-hour.
U	(Unsatisfactory) 0 for each credit-hour.
WF	(Withdrawn Failing)
WP	(Withdrawn Passing)
CR	(Credit) 0 for each credit-hour.
NG	(No Grade Reported).
WV	(Waiver of Course or Requirement).

PR (Progress) Course in progress (usually final mark is to be determined at conclusion of course sequence).

Plus or minus grades given before the fall semester, 1976-77, are not reflected in the grade-point averages.

Incomplete Grade

An incomplete grade in a course may be granted only with permission from the Registrar's Advisory Board. The student shall petition the Board, giving the reasons for the desired extension of time. The statement must be signed by the instructor of the course and the student's adviser. All such requests must be submitted prior to the last day of scheduled classes for the semester.

Should an incomplete grade be granted, completion of the work must be accomplished by the end of the sixth week of the following semester, or any time previous to this, as prescribed by the instructor.

Satisfactory/Unsatisfactory Evaluation

Juniors and Seniors may elect to take one course per semester on a satisfactory/unsatisfactory basis with the mutual agreement of the instructor and department chairperson involved. Courses in the major or minor field cannot be completed on an S/U basis unless it is the regular grading method for that particular course. A few courses are offered to everyone on an S/U basis, and such courses are not included in this restriction.

Departments reserve the right of refusal of the S/U grading pattern for courses fulfilling General Education requirements. It should be further understood that the student should perform at a level equivalent to a "C" or above in order to receive a grade of "S". Grades of "C-" and below will automatically be recorded as "U". Students must decide by the fifth week of the semester whether or not to take a course on an S/U or grade basis. After that time the grading basis cannot be changed.

Academic Probation/Suspension

When a student's academic performance is less than what is minimally expected by the University, he or she will be placed on Academic Discipline. The following designations are used by the University in such instances.

Academic Probation occurs when a student's cumulative average is less than 2.00. Students placed on Academic Probation are expected to be in good standing within two semesters.

Continued Academic Probation is designated when a student previously on Academic Probation has been successful in removing a portion of the deficiency but not the entire deficiency. Students on Continued Academic Probation are expected to be in good standing by the conclusion of their next semester.

Suspension occurs when a student earns less than a 2.0 semester average while on Academic Probation or Continued Academic Probation. A student may also be suspended when he or she fails to gain good standing after being on Continued Academic Probation. Performance of less than 1.0 for the semester will result in suspension regardless of the student's cumulative average.

Deferred Suspension is used when a suspended student has been reinstated. Students on Deferred Suspension will be given conditions that must be fully met during the next semester in residence in order to remain eligible for enrollment. For procedures for seeking deferred suspension, please see "Eligibility for Re-enrollment." Students who have a quality point deficiency in excess of -8.0 may be placed on deferred suspension even though they fit criteria listed above. Such judgments are made by the Registrar's Advisory Board and are done as an effort to assist the student to regain good academic standing. Sophomore and junior students on Academic Probation at the end of the academic year shall be readmitted for the fall semester only through petition to — and favorable action by — the Registrar's Advisory Board. This includes the student who is on probation at the end of his or her fourth semester of college but does not qualify for junior standing on the basis of credit hours earned. These policies apply also to the student of the same classification who wishes to return to Denison after having withdrawn while on probation.

Eligibility for Re-Enrollment

A student on academic suspension who has shown marked improvement over

his or her Denison record in work taken at some other accredited college or university or can present evidence of a maturing nonacademic experience may petition the Registrar's Advisory Board for reinstatement. This petition must be submitted to the Office of the Registrar at least 14 days before the opening day of classes. Should the student be readmitted, he or she must meet all the conditions of the Registrar's Advisory Board or face suspension again.

A former student, who was in good academic and social standing when he or she left the College, may be readmitted to Denison by writing to the Office of Student Affairs and by repayment of the enrollment deposit.

Residence Requirement

To be a candidate for a Denison degree a student who enters Denison as a first-year student must complete at least 80 credit hours of the required 127 at Denison, and a transfer student must complete a minimum of 60 semester hours at Denison. Generally, all students, except those enrolled in recognized pre-professional 3-2 programs, must complete the last two semesters at Denison. Exceptions may be made by the Registrar's Advisory Board.

Special Student

A special student may normally not register for more than 8 credit-hours of academic work except by permission from the Registrar's Advisory Board. A special student desiring credit must submit appropriate credentials to the Office of the Registrar. If after one semester a special student has failed to maintain a 2.0 average, his or her special standing may be terminated.

Commencement Exercises

Commencement Exercises are held annually at the conclusion of the spring term. In order to participate in Commencement Exercises, the student must have completed successfully all requirements for graduation. No exceptions are granted to this regulation.

Library, Computing Services and Information Resources

As a member of the Five Colleges of Ohio consortium, Denison University offers access through a combined online catalog to a collection of over 1 million volumes. The automated catalog can be reached from computers anywhere on campus via the fiber optic campus network. A daily delivery service and shared electronic databases are other consortial features available to students, faculty and staff. In addition, Denison will be joining the OhioLINK state consortium so that library users will have access to Ohio's rich and diverse library holdings.

The Denison Library, housed in the William Howard Doane Library and the Seeley G. Mudd Learning Center, offers both traditional and automated services and collections. In addition to the online system, reference assistance for conventional and electronic sources, library instruction, interlibrary loan service, archives, and a comprehensive Learning Resources Center are available. On-campus collections include more than 325,000 volumes, 290,000 government documents, 1200 periodical subscriptions, 16,000 sound recordings and 3,000 video cassettes.

More than 125 microcomputers in five student clusters, about 150 computers in department labs, and network outlets available to every student living in a residence hall, provide 24-hour access to computing resources and the campus network. In addition to the library, network services include central multi-user computers and servers, hundreds of software packages, a campuswide information service, e-mail, and access to the Internet and the WorldWide Web. About half of Denison's students own computers. Purchase programs are available; inquire via the Internet at *info@denison.edu* or check the Web at *http://www.denison.edu*

Denison is committed to providing information resources in all formats. Increasingly, these resources are electronic and digital in nature. Computing Services and the Library have developed an Information Resources initiative to offer new services and resources and to provide instruction in their use. The Denison WEB home page (*http://www.denison.edu*) provides links to information about campus academic, social, cultural, and athletic opportunities and links to the World Wide Web. The Denison CWIS gopher service provides text-based information to campus and Internet users. Both resources are under continual development by staff, faculty and students.

Courses of Study

Fulfillment of graduation requirements assumes at least a 2.00 grade-point average in the major and/or minor.

Art

Faculty

Associate Professor L. Joy Sperling, Chair
Karl Sandin, Acting Chair 1996-97

Professors George J. Bogdanovitch, Michael Jung; Associate Professors David Jokinen, Karl Sandin, L. Joy Sperling; Assistant Professors Ronald Abram, Kok Fooi Yong (part-time); Assistant Professor and Director of the Gallery Ankeney Weitz

Major in Art

The art department offers two areas of concentration within the departmental major: art history (B.A.) and studio art (B.A., B.F.A.). Studio and Art History majors should declare before the end of their sophomore year. Studio majors should declare their area of specialization to the department in their junior year.

ART HISTORY MAJOR: REQUIREMENTS B.A.:

1. 10 courses: Eight courses in Art History, including Methods of Art History and Art Criticism (Art 380), Art 155 or Art 156, two foundation (100) level courses from different Studio concentrations.
2. Senior Research Paper: Completion of a substantial research paper by mid-second semester, senior year. Presentation of paper at Art History Symposium in second semester, senior year. Topics to be arranged between student and adviser. Deadlines and style guide information available from Art Office.

STUDIO MAJOR: REQUIREMENTS, B.A.:

1. 12 courses: Eight courses in Studio: Art 110, 121 or 141 are required of all majors and must be taken during the first two semesters starting from the time a student first declares a studio major; six other courses, two of which shall be in the student's concentration (at least one a 300-level course).

Four courses in art history, one in Survey, one in Twentieth Century, and two others.

2. Senior Project: Senior Project is work from which Senior Show pieces are drawn. Senior Project works are created in 300-level courses in area of specialization and for Visual Arts Practicum. Students are encouraged to enroll in Visual Arts Practicum (401) as soon as possible after declaring their major and are required to take it twice during their senior year. Majors

enroll in Visual Arts Practicum (401) for 2 credits in conjunction with 2 credits in their area of specialization at the 300 level. Majors may take and repeat 300-level courses for 4 credits in areas outside their specialization.

3. Senior Show: (B.A., B.F.A.) Exhibition of selected senior project pieces in Senior Show. The Senior Show is juried by the Art Department faculty in the spring of the senior year. Students whose work is judged of high enough quality will be included in the Senior Show in the Burke Hall Art Gallery. Others will exhibit their work in the Cleveland Hall Gallery (but will receive no higher than a "C" grade in their area of specialization and Visual Arts Practicum). Majors are strongly encouraged to show their work in the student gallery at least once during the senior year.

STUDIO MAJOR: REQUIREMENTS, B.F.A.:

1. The B.A. studio requirements (above) and in addition: five advanced-level Studio courses (or 15 studio credits, Directed Study or Visual Arts Practicum), for a total of 13 studio courses or equivalent, and four courses in art history.
2. Minimum of 16 hours credit from G.E. courses outside the Fine Arts, including one course each in the sciences, social sciences, and humanities.
3. Minimum of 15 credit hours from the following areas, other than the major area (i.e. Studio or Art History) of concentration: dance, music, theatre, cinema.

For B.A. degree candidates in Art History and Studio Art, the maximum number of credits that may be taken in the concentration (i.e., in Art History or in Studio) by the end of the junior year is 32.

Students who plan to major in Art History or Studio Art are required to seek an adviser within the Art Department at the time of their decision to major. Students who decide to major in Studio (B.A.) are required to present a portfolio to their adviser in the department to assist in the planning of their art curriculum. Candidates for the B.A. in Studio are expected to notify the Registrar of the change or addition of advisers. Candidates for the B.F.A. in Studio are required to present a portfolio to the department for review. On acceptance of the portfolio and acceptance into the B.F.A. program, the department will notify the Registrar. B.F.A. students are also subject to periodic review of their Studio work by the art faculty.

Candidates for the B.A. in Art History are required to have one language and are strongly advised to acquire a reading knowledge of a second. Students working in particular area studies are advised to acquire a reading knowledge of the language of that area.

Candidates for degrees in Studio Art and Art History should expect to work three clock hours per week outside of class for each credit hour of a course.

Studio Minor

Minimum of six courses: five in Studio (110, 121 or 141, plus three others) and one Art History (either 156, 282, 283 or 284).

In the senior year, Studio minors must present five or more pieces of work for a portfolio review. If students fail to submit acceptable work, they will not be granted a minor. Minors are strongly encouraged to show their work in the

student gallery at least once during the senior year. Minors and non-majors may take and repeat 300-level studio courses for 4 credits without enrolling in the Visual Arts Practicum.

Art History Minor

Minimum of six courses, consisting of one Studio foundation and five Art History. The Art History courses must include either 155 or 156, with additional courses from at least two of the following three areas: Ancient to Baroque, Eighteenth to Twentieth Century, Non-Western. Students are required to submit a 10-page paper (usually expanded from a research paper produced for an art history class).

Course Offerings

History of Art Courses

155-156—HISTORY OF ART SURVEY. General survey of the arts of the Western World. Ancient to Medieval in 155; Renaissance to the present in 156. May be taken separately.
Sperling, Sandin, Bogdanovitch. 4

157—HISTORY OF ASIAN ART SURVEY. Survey of the arts of India, China, Japan, and Southeast Asia emphasizing works in their historical, religious, and social context. **Weitz. 4**

199—INTRODUCTORY TOPICS IN ART. A general category used only in the evaluation of transfer credit.

251—GREEK ART. A survey of Greek art and architecture from the Geometric through Hellenistic periods, in the context of the principal events and themes of Greek history. **Sandin. 4**

252—ROMAN ART. A survey of Roman art and architecture from the Italo-Etruscan through Late Roman phases. Emphasis on social function of art in Augustan and Late Roman society. **Sandin. 4**

253—EARLY MEDIEVAL ART. A survey of Early Christian, Migration, Hiberno-Saxon, Merovingian and Carolingian art and architecture in the context of Mediterranean art. **Sandin. 4**

254—ROMANESQUE AND GOTHIC ART. A survey of Ottonian, Romanesque, Early and High Gothic art and architecture and its place in medieval European culture. Emphasis on developments in France from ca. 1080-1350. **Sandin. 4**

255—NORTHERN RENAISSANCE ART. A survey of Northern European art from Late Gothic France, the Netherlands and Reformation Germany in the context of late medieval society. **Sandin. 4**

256—EARLY CHRISTIAN AND BYZANTINE ART. A survey of the minor arts, book art, mosaics, frescoes and architecture of the Byzantine Empire from the foundation of Constantinople in 324 A.D. to its conquest by the Turks in 1453 A.D. **Sandin. 4**

257—EARLY RENAISSANCE ART. A survey of Italian art and architecture from the 13th, 14th, and 15th centuries. Emphasis on change and continuity in relation to Classical, Late Antique and Medieval Mediterranean art and society. **Sandin. 4**

258—HIGH RENAISSANCE ART. A survey of Florentine, Roman and Venetian art and architecture ca. 1480-ca. 1520 and the tradition of Renaissance humanism. **Sandin. 4**

259— BAROQUE ART (ITALIAN AND NORTHERN). A survey of Barooque Art in Italy, Spain, Holland Belgium, Germany and France. **Sandin, Sperling. 4**

270—HISTORY OF PHOTOGRAPHY. A survey of the history of photography from its invention in 1839 to the present day. Emphasis is placed on the examination of cultural context and the changing functions of photography in the modern world. **Sperling. 4**

275—ART IN AMERICA-COLONIAL TO 1939. A survey of American art from the early colonial period to World War II. Particular emphasis is given to the cultural context of American art and to the patronage problems facing early American artists. **Sperling. 4**

281—MODERN ART-THE 19TH CENTURY. A survey of 19th century art from the Age of Revolutions to the beginnings of Abstraction. Issues of the Academy and the Avant Garde, patronage, taste and the function of art in society will be discussed. **Bogdanovitch, Sperling. 4**

282—MODERN ART-1900 TO 1939. A survey of 20th century art from Cezanne to the beginnings of Abstract Expressionism. This class focuses on the changing idea of the Avant Garde and the form and theory of modern art. **Bogdanovitch, Sperling. 4**

283—CONTEMPORARY ART. A survey of Contemporary Art from 1945 to 1970. This class focuses on the American art scene from Abstract Expressionism to Pop Art, Minimalism, and the taking of art out of the gallery space. **Bogdanovitch, Sperling. 4**

284—POSTMODERN ART. This class focuses on the art scene since 1970. Particular attention is given to the effects of recent theory and art criticism on today's artists. **Sperling. 4**

290—ART OF INDIA. A study of architecture, sculpture and painting in India from the Indus Valley Civilization through the Moghul era including their cultural and religious context. The art of Southeast Asia may also be examined as an outgrowth, as well as a redefinition, of Indian culture. **Weitz. 4**

291—ART OF JAPAN. A survey of Japanese architecture, sculpture, painting and the decorative arts from prehistoric times to the 20th century, with an emphasis on the works in their cultural and religious context. **Weitz. 4**

292—ART OF CHINA. A survey of Chinese architecture, sculpture, painting and the decorative arts from prehistoric times to the 20th century, with an emphasis on the works in their religious and cultural context. The course provides an opportunity to work with the Denison collection of Chinese art. **Weitz. 4**

293—ART OF BURMA AND SOUTHEAST ASIA. A survey of the architecture, sculpture, painting and decorative arts of Burma, Sri Lanka, Thailand, Indonesia, Kampuchea and other areas of Southeast Asia, with an emphasis on the works in their religious and cultural context, with a special focus on Burma. The course provides an opportunity to work extensively with the Denison Collection of Burmese art. **Weitz. 4**

299—INTERMEDIATE TOPICS IN ART. A general category used only in the evaluation of transfer credit.

361-362—DIRECTED STUDY. For the student of marked creative ability who wishes to pursue advanced subjects not otherwise listed, such as design, drawing, graphics, ceramics or history and criticism. **Staff. 3**

363-364—INDEPENDENT STUDY. **Staff. 3**

380—METHODS OF ART HISTORY AND ART CRITICISM. This class analyzes the development of the disciplines of Art History and Art Criticism from the 18th to the 20th centuries. Several methodologies will be discussed and students will have the opportunity to work in various methodologies. Prerequisite, permission of instructor. **Sperling, Sandin. 4**

399—ADVANCED TOPICS IN ART. A general category used only in the evaluation of transfer credit.

400—SENIOR PROJECT. To be used for preparation of senior research paper in second semester of senior year. **Staff. 3**

403—GALLERY AND MUSEUM WORKSHOP. This course prepares students for work in a small museum or art gallery. Various practical aspects will be demonstrated (framing, matting, installation) as well as administrative skills, such as acquisition, filing, general gallery correspondence, and record

keeping. Time will be spent on cataloguing and installing an exhibition of objects from the Denison Collection. Prerequisite: permission of instructor. **Weitz.** 4

408—ART HISTORY SEMINAR. PROBLEMS IN ART HISTORY. Specialized topics in art history. Topics announced as class is offered. Prerequisite: permission of instructor. **Staff.** 4

451-452—SENIOR RESEARCH. **Staff.** 4

Studio Courses

110—DRAWING I FOUNDATION. A studio course in the fundamentals of drawing in several media. Problems in still life, rendering, and perspective will be covered, along with historical and contemporary approaches to drawing. **Abram, Jung.** 4

115—PAINTING I FOUNDATION. An exposure to the painting process with an emphasis on drawing and design. Historical and contemporary approaches to painting technique will be covered in readings and discussion and by working with painting materials. **Bogdanovitch, Jung.** 4

117—PHOTOGRAPHY I FOUNDATION. An introduction to the functions of cameras, films, developers, and lenses, taking photographs, developing the negatives and printing. The photographic philosophy and process will be approached from historical and contemporary viewpoints with problems in light, form, texture, and composition. **Yong, Jung.** 4

121—CERAMICS I FOUNDATION. A broad introduction to all ceramics potential. Clay working in sculptural as well as vessel-oriented directions. Slide presentations and discussions with references made to ceramic history as well as to contemporary ceramic art. Students are introduced to a variety of hand building techniques and are encouraged to pursue their individual creative potential. **Jokinen.** 4

131—PRINTMAKING I FOUNDATION. As a foundation course, emphasis will be on historical and contemporary concepts in art through the media of printmaking. The course will provide exposure to printmaking processes with direct involvement in one of the following: lithography, intaglio, screen printing or relief. Tools, materials and techniques will be fully covered regarding the featured printmaking process. Art issues such as format and content of visual images will be stressed as well as technical procedures for implementing the print. **Abram.** 4

141—THREE-DIMENSIONAL STRUCTURE. This course is based in three areas of concentration. A student will be led to the sculptural idea through experiments in 3D design, historical and contemporary approach to sculptural philosophy through discussions and slide presentations and finally through a confrontation of basic materials and sculptural processes. Media: plaster, clay, wood and metal. Safety glasses required. **Jokinen.** 4

199—INTRODUCTORY TOPICS IN ART. A general category used only in the evaluation of transfer credit.

210—DRAWING II. Continued experience in drawing with emphasis on contemporary techniques. Prime objective is increased capacity for responsive seeing and a deeper understanding of drawing as a total medium. **Abram, Jung.** 4

211-212—LIFE DRAWING. Study from the human figure in charcoal and other media with emphasis on structure in line, value, and color. **Bogdanovitch, Jung.** 4

213-214—LIFE DRAWING WORKSHOP. Advanced study in figure drawing, emphasizing individualized interpretations of the figure in relation to painting, sculpture, and graphics. Prerequisite: 211-212 or consent. **Bogdanovitch, Jung.** 4

215-216—PAINTING II. Continued painting experience with emphasis on developing individual concepts. Prerequisite: 115 or consent. **Bogdanovitch, Jung.** 4

217—INTERMEDIATE PHOTOGRAPHY. A continuation of Art 117 with emphasis on increasing technical and visual proficiencies with black and white photography. Attention will be placed on generating, evolving and completing a cohesive body of work. **Yong, Jung.** 4

221-222—CERAMICS II. Along with further exploration of clay as a sculptural material, introduction of basic wheel-forming skills and functional vessel forms. Different firing and glazing methods including electric, gas, raku, and salt kiln experience. Primary emphasis on students' individual conceptual development. Prerequisite: 121 or consent. **Jokinen. 4**

231-232—PRINTMAKING II. Students may work with any printmaking processes in which they have had experience or with the consent of instructor. Processes available to Printmaking II students include: relief, lithography, intaglio or screen printing. Emphasis will be on continued technical and conceptual development. Prerequisite: 131 or consent. **Abram. 4**

241-242—SCULPTURE II. Emphasis on individual creativity and conceptual development, coupled with good craftsmanship and further technical knowledge. Media: plastics, cement, metal, wood. Prerequisite: 141 or consent. Safety glasses required. **Jokinen. 4**

299—INTERMEDIATE TOPICS IN ART. A general category used only in the evaluation of transfer credit.

315-316—PAINTING III. Continued painting experience. Prerequisite: 215.
Bogdanovitch, Jung. 2 or 4

317—ADVANCED PHOTOGRAPHY. A continuation of Art 217. Students also are directed into a critical analysis of photography from a theoretical, technical and historical perspective and are introduced to the medium format camera. **Yong, Jung. 2 or 4**

321-322—CERAMICS. This course requires a working knowledge of the ceramic process. Students work in depth, developing a personal approach to the medium, acquiring greater competency in terms of concept and technique. Prerequisite: 121, 221, or consent. **Jokinen. 2 or 4**

331-332—PRINTMAKING III. Students may work with any printmaking process in which they have had experience or with the consent of instructor. Processes available to Printmaking III students include: relief, lithography, intaglio or screen printing. Experimentation and innovation, both conceptually and technically, will be stressed for the advanced student. Prerequisite: 231-232.
Abram. 2 or 4

341-342—SCULPTURE III. Prerequisite: 241-242. Safety glasses required. **Jokinen. 2 or 4**

361-362—DIRECTED STUDY. For the student of marked creative ability who wishes to pursue advanced subjects not otherwise listed, such as design, graphics, or history and criticism.
Staff. 3

363-364—INDEPENDENT STUDY. **Staff. 3**

399—ADVANCED TOPICS IN ART. A general category used only in the evaluation of transfer credit.

400—SENIOR PROJECT. Studio, B.A., B.F.A. To be used for preparation of senior project. **Staff. 3**

401—VISUAL ARTS PRACTICUM. Theory and creative practice in selected areas of the visual arts. Majors are required to enroll in the Visual Arts Practicum twice in their senior year (2 credits) in conjunction with a 300-level course in their area of specialization (2 credits). Majors are encouraged to enroll in Visual Arts Practicum/300-level courses during their junior year. **Jokinen. 2**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Astronomy

Faculty

See Physics Department

Departmental Guidelines

Astronomy 100 is a course in Descriptive Astronomy, designed explicitly for the non-major student, and may be used to satisfy one course of the science requirement. The student who desires preparation for graduate work in Astronomy, Astrophysics, or Space Physics should pursue a modified major in Physics and is encouraged to consult early with Professor Yorka. This program normally will include one or more semester courses in Astronomy. See Physics Department section. See also Honors 135: Cosmic Questions.

Minor in Astronomy

Minimum requirements for a Minor in Astronomy are Physics 121-122, 123, 220, 305, 306 and 312p, Astronomy 100, at least two upper division Astronomy courses totaling 4-8 credits, and Mathematics 123 and 124. The experimental course, Physics 312p, will be modified to reflect the student's interest in Astronomy. Early consultation with the department is strongly advised. See the Physics Department section of the catalog.

Course Offerings

100—CURRENT TOPICS IN ASTRONOMY. This course is designed primarily for the non-major student. Topics will be chosen from such areas as the history of astronomy, the planets, the origin of the solar system, stellar classifications, stellar evolution, galactic astronomy, and cosmology. Course and laboratory work will also emphasize the observational aspects of modern astronomy: optics, optical and radio telescopes, astrophotography, and the measurement of time and coordinate systems. Three lectures per week; one two-hour laboratory each week. **No previous training in physics or college mathematics is required.** Offered each semester. **Staff. 4**

199—INTRODUCTORY TOPICS IN ASTRONOMY. A general category used only in the evaluation of transfer credit.

299—INTERMEDIATE TOPICS IN ASTRONOMY. A general category used only in the evaluation of transfer credit.

311-312—SPECIAL TOPICS IN ASTRONOMY. This course is to provide qualified students with the opportunity to pursue experimental and theoretical work in one or more of the areas of Modern Astronomy. Prerequisites: Junior standing and consent. **Staff. 3 or 4**

340—ADVANCED TOPICS. Independent work on selected topics at the advanced level under the guidance of individual staff members. May be taken for a maximum of four semester hours of credit. Prerequisites: Junior standing and consent of chairperson. **Staff. 1-2**

345—SPECIAL TOPICS IN PHYSICS. Topics will be chosen according to the interests of the staff member offering the course from such areas as energy, the solid state, laser physics, nuclear physics, astrophysics, geophysics, and medical physics. The course normally will be offered on demand. May be repeated with consent of chairperson. Prerequisite: Physics 122/consent. **Staff. 4**

361-362—DIRECTED STUDY. Prerequisite: Consent of chairperson. **Staff. 3**

363-364—INDEPENDENT STUDY. **Staff. 3**

399—ADVANCED TOPICS IN ASTRONOMY. A general category used only in the evaluation of transfer credit.

451-452—SENIOR RESEARCH. Prerequisite: Physics 312 or consent of chairperson. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Biology

Faculty

Professor Philip E. Stukus, Chair

Professors Kenneth P. Klatt, Ken V. Loats, Raleigh K. Pettegrew, Philip E. Stukus; Associate Professors Juliana C. Mulroy, Tom D. Schultz; Assistant Professors Robert A. Klips, Eric C. Liebl, and Linda C. Zimmerman.

Departmental Guidelines

The department provides a broad exposure to and understanding of the natural world coupled with preparation for graduate and professional schools (including all Biology courses necessary for pre-medical, pre-dental and pre-veterinary studies). In addition to the core of introductory, advanced, and special topics courses, biology majors are offered the opportunity to join faculty in research and in laboratory instruction; to conduct their own research, to present exceptional work at professional meetings and in professional journals, to edit and publish their own and faculty research in the department's *Denison Journal of Biological Sciences* (the *"BioJournal"*), and to participate in the management of the 350-acre Biological Reserve. Special programs in Medicine, Dentistry, Medical Technology, Forestry, Natural Resources, and Environmental Sciences are described under "Pre-Professional Programs" and "Environmental Studies" in the Denison University Catalog.

Many students have complemented their Denison coursework and research with off-campus semesters at Oak Ridge National Laboratory, Duke University Biological Laboratory, the SEA Semester at Woods Hole and other programs offering intensive work in laboratory and/or field biology (see "Off-Campus Programs"). The Richard C. and Linda G. Seale Scholarship provides support to qualified Denison students for participation in summer courses at the Duke University Marine Laboratory. May Terms and summers provide opportunities for medical, research, and teaching internships as well as field experience in different ecosystems; the department provides information on the many field stations offering courses in terrestrial and marine biology and ecology. It is possible to combine study abroad with a science degree; consult the Office of Academic Support. Denison has a special affiliation with The School for Field Studies, which offers accredited semester and summer programs in Plant Community and Ecosystem Ecology, Wildlife Ecology and Management, Marine Biology and Management, and Animal Behavior and Conservation at research sites around the world. Financial aid is available for these and some other off-campus programs.

Courses for Non-Majors

Non-majors are invited to take any of the introductory courses designed for both majors and non-majors (General Zoology, Plant Biology and Molecular Biology) to gain an in-depth exposure to major areas of biology. Special courses designed for non-majors explore specific themes in biology. Any of these courses may be used to fulfill the Life Sciences laboratory course requirement in the General Education Program. Students may satisfy the third science requirement by taking another introductory course in the Biology Department or any advanced course for which the first course has served as a prerequisite.

Requirements for Biology Majors

A student majoring in Biology (B.A. or B.S.) must complete General Zoology (110), Plant Biology (111), and Molecular Biology (112) by the end of the sophomore year. The Biology faculty believes that all majors should be well rounded in all branches of Biology, and each major should be exposed to a variety of Biology faculty members. To meet these goals, each Biology major will choose at least one course from each of the four groupings: (A) Cellular and Molecular Biology, (B) Organismal Structure and Function, (C) Organismal Diversity, and (D) Ecology and Evolution. (Biology course groupings are as follows: Group A - 216, 225, 302, 341, 345; Group B - 201, 223, 224, 232, 234, 235; Group C - 212, 215, 218, 220, 227; Group D - 200, 213, 221, 240, 260, 280.) All majors must take at least one "plant" (P) and one "animal" (A) course among the upper level group courses.

Bachelor of Arts in Biology

Requirements for the Bachelor of Arts degree in Biology include nine courses in Biology and one year of Chemistry (Chem. 121-122). If a student elects to perform two semesters of Senior Research, eight courses in Biology are required (excluding Minor Problems, Directed Study, Independent Study or Senior Research).

Bachelor of Science in Biology

Requirements for the Bachelor of Science degree in Biology include ten courses in Biology (excluding Minor Problems, Directed Study, Independent Study or Senior Research), one year of chemistry (Chem. 121-122), and five semesters of additional mathematics or science. These five courses normally include: Organic Chemistry (Chem. 223-224), General Physics (Physics 121-122), and Calculus (Math. 123). Students can substitute other cognate science courses with the approval of the department. If a student performs two semesters of Senior Research, nine courses in Biology are required.

Minor in Biology

The Biology Minor consists of six courses in Biology. All students electing a minor in Biology must complete General Zoology (110), Plant Biology (111), and Molecular Biology (112). In addition, the student minoring in Biology will take three

courses at the 200 or 300 level (excluding Minor Problems, Directed Study, Independent Study, Senior Research in Biology, and Honors Research in Biology).

Environmental Studies

For information on the Environmental Studies Major with a Concentration in Biology and the Environmental Studies Minor contact the Program's Director, Dr. Abram Kaplan.

Course Offerings

Introductory Courses for both Majors and Non-Majors (offered every semester)

110—GENERAL ZOOLOGY. An introduction to the animal kingdom with emphasis on concepts of evolution as expressed in genetics, development, phylogeny, comparative physiology, morphology and ecology. Laboratory work includes an introduction to data collection and analysis, population genetics modeling, and surveys of animal phyla, with observations of living representatives and comparative study (including dissections) of preserved materials. Open to both majors and non-majors.
Klatt, Schultz, Zimmerman, or Staff. 4

111—PLANT BIOLOGY. An introduction to the biology of organisms historically considered plants, including cyanobacteria, photosynthetic Protista (algae), fungi, and members of the plant kingdom. Emphasis is on the ecology, evolution, physiology, morphology, and cell biology of gymnosperms and flowering plants. Open to non-majors as well as majors. **Klips, Loats or Mulroy. 4**

112—MOLECULAR BIOLOGY. A study of the living state at the molecular level. Such topics as the basic morphology of cells, the nature of macromolecules, respiration and energetics and permeability theories are considered. The basic nature of genetic information in cells and viruses, its duplication, its role in protein syntheses and molecular control mechanisms are also discussed. Open to all students.
Klatt, Liebl, or Stukus. 4

199—INTRODUCTORY TOPICS IN BIOLOGY. A general category used only in the evaluation of transfer credit.

Courses for Non-Majors Only

100—GENERAL BIOLOGY. A course for the non-major designed to emphasize selected basic principles of biology. Topics covered may include cell biology, genetics, reproduction, immunity, diseases, plant biology and physiology, and major human organ systems. Offered every semester.
Staff. 4

Advanced Courses in Group A: Cell and Molecular Biology

216—ADVANCED MICROBIOLOGY. An advanced topics course in microbiology. Subjects considered include bacterial physiology, environmental microbiology, pathogenic microbiology, virology, and immunology. Prerequisite: 215 or consent of the instructor. Group A. Offered Spring semester.
Stukus. 4

225—GENETICS. This course provides a detailed and up-to-date understanding of genetics, an appreciation of how genetics affects our lives everyday from the supermarket to the doctor's office, and a realization of the applications of genetics to virtually every discipline of biology. We focus on three major areas of genetics: (1) Molecular genetics: Thinking about genetics on the DNA level — everything from DNA sequencing to mutagen testing. (2) Mendelian genetics: Thinking about genetics on the gene level - everything from inheritance to recombinational mapping. (3) The application of both molecular and Mendelian genetics to study biological processes: We start by seeing how genetic techniques can be used

to dissect almost any biological process and end up answering questions such as: How does genetic disease screening work? How are genes cloned from complex organisms such as mice or even humans? How does gene therapy work? In the laboratory we carry out both molecular experiments and classical genetic experiments. Prerequisite: 112. Group A. Offered Fall semester. **Liebl.4**

302—BIOCHEMISTRY. A study of the chemical and physiochemical properties of living organisms. Concepts will be developed through a study of the physical and chemical properties of biological compounds and integration of various metabolic pathways in an attempt to understand the dynamics of living systems. The laboratory will include the isolation and study of properties of biological compounds. Prerequisites: Chemistry 224 and 226 or 228 and Biology 112. Offered in the fall semester (as Biology 302). Three class periods weekly plus laboratory. **Safety glasses required.** **Doyle, Sokolik. 4**

341—IMMUNOLOGY. A general course in immunology, with the major emphasis being a description of the cellular immune responses in animals. The basis of immunogenetics and immunochemistry shall be developed. Allergic phenomena, autoimmune diseases, and tumor cytotoxicity will also be discussed. The laboratory portion of the course will involve training in: preparation of anti-sera, and measurements of immune capacity. Prerequisites: 110, 112 Group A. Offered Fall semester. **Klatt. 4**

345—ADVANCED CELL BIOLOGY (CELL SIGNALING). There are two general objectives for the lecture component of this course: (a) we will build on your knowledge of molecular genetics and control of eucaryotic gene expression (knowledge that was first incubated in Biology 112), and (b) we will spend lots of time talking about how the mechanisms of cell signaling control both normal eucaryotic cell differentiation and the development of cancer cells. The lab component will teach you the following laboratory skills: (a) culturing of animal cells, (b) estimation of cell numbers by direct counting and protein assays, (c) Western Blot technique to detect protein products of cells, and (d) the Northern Blot techniques to detect messenger RNA's inside cells. You will get to practice your science communication skills because you will: (a) present a short seminar on some aspect normal cell differentiation, (b) a short seminar on some aspect of cancer biology, and (c) a poster presentation on some aspect of cancer biology. Prerequisite: 112. Offered Spring semester. **Klatt, Staff. 4**

Advanced Courses in Group B: Structure and Function

201—HUMAN ANATOMY AND PHYSIOLOGY. A study of human anatomy and physiology . Laboratory is based upon the consideration of a mammal, including both dissection and demonstration. Prerequisite: 110 and consent of the instructor. Group B. Offered Spring Semester. **Pettegrew. 4**

223—HISTOLOGY. A study of the microscopic anatomy of vertebrates, chiefly mammals. Lab will emphasize the making of microscopic preparations. Prerequisite: 110 or consent of the instructor. Group B. Offered occasionally, Fall Semester. **Pettegrew. 4**

224—DEVELOPMENTAL BIOLOGY (A). Every multicellular organism begins its life as a single cell. Developmental biology is the study of the progression from this single cell to a complex, multicellular organism. Recently the powerful tools of molecular biology have linked the fields of embryology and genetics to reveal how cells, tissues, organs, and organisms develop. Especially striking is the conservation of molecules and mechanisms that underlie developmental processes in different organisms. This course provides an overview of the major features of early embryonic development in animals, and the mechanisms (molecular mechanism when known) that underlie them. We focus on two major aspects of developmental biology: (1) How is the basic body plan established? How does the basic organization of the embryo arise from the fertilized egg? What are the cellular mechanisms underlying morphogenesis and the appearance of patterned structures in the embryo? (2) How do parts become different in the embryo? We look at major (molecular/genetic) mechanisms that determine which cells acquire which characteristics. Prerequisite: 110, 112. Group B. Offered Spring Semester. **Liebl. 4**

232—PLANT PHYSIOLOGY (P). A study of the functional relationships of the plant body in which water relations, respiration, transpiration, growth and development, photosynthesis, mineral nutrition, and food translocation are emphasized. Prerequisite: 111. Group B. Offered Spring Semester. **Loats. 4**

234—ANIMAL PHYSIOLOGY (A). The concept of organismic homeostasis and control is employed as a unifying theme in investigation of the major mammalian organ systems using the human as the basis for comparison. Primary topics considered are the physiology of nerve tissue (particularly the autonomic system), muscle, respiratory, cardio-vascular, renal, digestive, and reproductive systems. Laboratory experience revolves around surgical investigation of principles and affective parameters involved in some of these systems. One year of chemistry is suggested but not required. Prerequisite: 110 and consent. Group B. Offered Fall Semester **Pettegrew. 4,5**

235—COMPARATIVE ECOPHYSIOLOGY OF ANIMALS. This course will focus upon how animals function in the context of the environments in which different taxa have evolved. Our subjects will span all phyla of animals with an emphasis on non-human vertebrates. We will consider a number of regulatory systems including respiration in aerial and aquatic media, osmoregulation in mesic and xeric environments, and thermoregulation in the arctic and deserts. Related topics will include evolutionary, anatomical, behavioral and, especially, ecological dimensions of animal physiology. Labs will include empirical investigations of physiological systems of animals, integrated at the organismal level, with an emphasis on ecological implications. Prerequisite: 110 Group B. Offered alternating Spring semesters.

Zimmerman. 4

Advanced Courses in Group C: Organismal Diversity

212—HERPETOLOGY (A). An in-depth study of the evolution, anatomy, physiology, behavior and ecology of amphibians and reptiles. Lectures will focus on major conceptual issues in herpetology, with examples drawn from the world's herpetofauna. Laboratories will focus on field identification, natural history, ecology and behavior of species native to the northeastern U.S. Laboratory exercises will make extensive use of the diverse herpetofauna of the Denison University Biological Reserve and surrounding area. Prerequisite: 110 or permission of instruction. Group C. Offered alternating spring semesters.

Zimmerman.4

215—GENERAL MICROBIOLOGY. An introductory course in microbiology emphasizing the general structure, occurrence and types of bacteria, molds and viruses, as well as their cultivation in the laboratory. Mechanisms of pathogenicity and host defense mechanisms are also discussed. Laboratory emphasis is on the fundamental techniques of isolating, culturing and staining of bacteria with identification of unknown organisms an integral part of the lab. Prerequisite:112 or consent of instructor. Group C. Offered Fall Semester **Stukus. 4**

218—ALGAE AND FUNGI (P). A study of the morphology, taxonomy, evolution, ecology, physiology, and development of algae and fungi. Laboratories include collection, identification, culturing, experimentation and study of structure. Prerequisite: 111 or consent of instructor. Group C. Offered Fall Semester

Loats. 4

220—PLANT SYSTEMATICS (P). A study of taxonomic principles and techniques and their application to vascular plants. Laboratory and field emphasis is on global flowering plant diversity and evolution and the local spring flora. Prerequisite: 111 or consent. Group C. Offered Spring Semester **Mulroy. 4**

227—ENTOMOLOGY (A). Introduction to the biology and diversity of terrestrial arthropods with an emphasis on functional morphology, evolutionary ecology and behavior. Laboratory will include field studies of insects at the Denison University Biological Reserve and the preparation of a collection. Prerequisite: 110. Group C. Offered Fall Semester, even years. **Schultz. 4**

Advanced Courses in Group D: Ecology and Evolution

200—ECOLOGY. Ecology is the study of the relationship between organisms and their biotic and abiotic environments. The course addresses theoretical and applied questions central to contemporary ecology through a combination of field and laboratory studies, at the level of the individual, population, community and ecosystem. Because an understanding of biological diversity is so important to this endeavor, a year of organismal biology (ordinarily General Zoology [Biology 110] and Plant Biology [Biology 111]) is pre- or co-requisite. Group D. Offered Fall Semester .

Zimmerman and/or Mulroy. 4

213—VERTEBRATE FIELD BIOLOGY (A). A course in the methods used to study free-ranging vertebrate animals. Lectures will focus on conceptual problems with estimating population size and dynamics, home ranges, territories, feeding behavior, and habitat use. Laboratories will focus on methods used to capture, identify, mark, track, and census vertebrate populations, including the use of radiotelemetry equipment and fluorescent dye markers. The classification and natural history of vertebrates will be included in both lecture and laboratory, with an emphasis on species occurring in the northeastern U.S. Laboratories will make extensive use of the vertebrate fauna of the Denison University Biological Reserve and nearby areas. Prerequisite: 110 or consent of instructor. Group D. Offered alternating Fall semesters. **Zimmerman. 4**

221—SPECIAL TOPICS IN PLANT ECOLOGY (P). For students who have had a general ecology course, this is an opportunity to explore topics relating to the ecology of plants in greater depth. Topics vary each

time the course is taught, and focus on subjects such as plant population biology, conservation biology, biogeography, plant-herbivore interactions, and world ecosystems. Prerequisites: 110, 111. 200 or consent. Group D. Offered Fall Semester, even years. **Mulroy.** 4

240—ANIMAL BEHAVIOR (A). A study of the proximate and ultimate causes of animal behavior from an evolutionary perspective. Topics include the genetics, ontogeny and neural basis of behavior as well as strategies of habitat choice, foraging, defense, courtship, parental care and sociality. Prerequisite: 110 or consent of instructor. Group D. Offered Fall Semester, odd years . **Schultz.** 4

260—BIOLOGY OF MARINE ANIMALS (A). An introduction to the diversity, physiology and ecology of marine animals. The course emphasizes adaptations to marine environments and the structure of marine ecosystems. Special attention is given to global and local threats to marine life. In laboratory, marine invertebrates and chordates will be surveyed. Prerequisite: 110. Group D. Offered Spring Semester, even years. **Schultz.** 4

280—EVOLUTIONARY BIOLOGY. This course provides a comprehensive survey of evolutionary theory with an emphasis on the processes that drive organismal change. Patterns of evolution will be interpreted in the context of population genetics and natural selection. An emphasis will be placed on integrating all biological disciplines under the paradigm of evolution. Prerequisites: 110, 111, and 112. Group D. Offered Spring Semester, odd years. **Schultz.** 4

Other Advanced Courses

299—INTERMEDIATE TOPICS IN BIOLOGY. A general category used only in the evaluation of transfer credit.

350—MINOR PROBLEMS. A research problem (library or laboratory) of limited scope which provides the opportunity for the qualified student to extend his or her interest beyond the limits of particular course offerings. Does not count toward minimal departmental requirements. **Staff. 1-2**

355—MODERN TOPICS IN BIOLOGY. Advanced seminars or courses on a special theme in biology. Topics may include: biological ultrastructure, psychobiology of pain, advanced cell and molecular biology, biogeography, tropical ecology or conservation biology. A particular section of this course may satisfy group requirements at the discretion of the department. **Staff.** 4

361-362—DIRECTED STUDY. A research problem (library or laboratory) which provides the opportunity for the qualified student to extend his or her interest beyond the limits of particular course offerings. Does not count toward minimal departmental requirements. **Staff. 3-4**

363-36—INDEPENDENT STUDY. **Staff. 3**

399—ADVANCED TOPICS IN BIOLOGY. A general category used only in the evaluation of transfer credit.

451-452—SENIOR RESEARCH. For seniors desiring work on an advanced research problem. Approval of student petitions is at the departmental level. Three copies of the research report are presented to the adviser of the project -one for the department files, one for the adviser, and one for the student. The grade is determined by the adviser. In certain cases this course may become individual work for Honors. Does not count toward minimal departmental requirements. **Staff.** 4

461-462— INDIVIDUAL WORK FOR HONORS. Senior reserach which serves as a partial fulfillment for Honors. Does not count toward minimal departmental requirements. **Staff.** 4

Black Studies

Associate Professor John L. Jackson, Director
Marsha Darling, Joint Appointment with Women's Studies

Faculty: April Berry, Donna Childers, Suzanne Condray, Susan Diduk, James Freeman, Desmond Hamlet, John Jackson, John Kirby, Linda Krumholz, William Nichols, James Pletcher, Sandra Runzo, Donald Schilling, Bahram Tavakolian, Anita Waters.

Guidelines

The Black Studies Program invites students to investigate the Black experience as it manifests itself in Africa, North America, the Caribbean, and in other parts of the African diaspora. While the Program's primary focus is the study of the Black experience in North America, fundamental to this enterprise is a recognition of the triangular relationship between Africa, the Caribbean and the United States.

The Program seeks to serve the general needs of the college by providing course offerings across the full range of academic divisions. At the same time, it is designed to meet the specialized interests of students through an interdisciplinary major and minor.

The Black Studies curriculum is administered by a faculty committee and the director of the Center for Black Studies. This committee reviews and approves the educational plans developed by majors in consultation with the director of the Center for Black Studies. Students wishing to major or minor in Black Studies should contact the director of the program.

A Major in Black Studies

A Black Studies major requires a minimum of 32 credit hours and the completion of a senior project. The senior project should be designed in consultation with the director of Black Studies. The expectation is that field research or field experience will comprise a significant portion of the senior project. A wide range of field opportunities in local Black communities is available to students through the Center for Black Studies.

There are three core courses in Black Studies, required of a major in the area:
Black Studies 235 — Introduction to Black Studies
English 255 — Ethnic Literature
History 225 — The History of Blacks in America

In addition to the core courses and the senior project, the Black Studies major requires the completion of at least one course in Women's Studies. While any Women's Studies course may be used to fulfill this requirement, students ideally should choose a course that includes a discussion of topics about Black women. Appropriate courses may be selected in consultation with the director of Black Studies.

Other requirements include the completion of one course whose primary subject matter is Africa or the Caribbean. This requirement is designed to encourage students to confront, in a substantial manner, the triangular relationship between the Black experience in Africa, the Caribbean, and North America.

A Minor in Black Studies

The minor in Black Studies requires a minimum of 24 credit hours. Students wishing to be awarded a minor in Black Studies must complete the three core courses (Black Studies 235, English 255, and History 225). Students also are required to complete at least one Women's Studies course. Courses which satisfy this requirement may be selected in consultation with the director of Black Studies.

Additionally, students are required to complete one Black Studies course whose primary subject matter is Africa or the Caribbean, plus a directed study which seeks to correlate Black Studies with some aspect of the student's major field. Although it is not required, students are encouraged to include a field experience component in the directed study. The directed study should be taken in the junior or senior year.

Course Offerings

Black Studies

235—INTRODUCTION TO BLACK STUDIES. An introductory study of the Black experience in America, this course will survey the field by examining in series, the various social institutions that comprise Black American life. Students will be introduced to fundamental contemporary issues in the study of Black religion, politics, economics and the family. Additionally, this course will serve as an introduction to Afrocentricity, "the emerging paradigm in Black Studies," and to the new scholarship on Blacks in America. **Darling, Jackson. 4**

288—LIFTING AS WE RISE: BLACK WOMEN IN AMERICA. This course sets out to examine the historical forces that have affected the experiences of females of African descent since 1500. Significantly, this course will explore the cultural, social, political and economic factors which have shaped the intersection of female sex, African ethnicity, and socio-economic personal and group status, as well as an active and important tradition of Black women's involvement in self-help and upliftment struggles and movements for self-determination. **Darling. 4**

362—DIRECTED STUDY. **Staff. 3-4**

385—SENIOR PROJECT. **Staff. 3-6**

Communication

229—GENDER, RACE & THE MASS MEDIA. An examination of the historical and contemporary significance of race and gender in issues of media portrayals, media employment or recognition and media coverage in news and entertainment programming. The course explores media access and portrayals of African-Americans, Hispanics, Asian Americans, women and other marginalized populations in print, broadcasting and film. **Condray. 4**

Dance

152—BEGINNING JAZZ TECHNIQUE. This course introduces the student to the fundamental aspects of modern contemporary jazz. It serves the student in establishing an awareness of the human body's movement potential and the anatomical importance of correct alignment. As faculty permits, the emphasis may switch to Afro-American contemporary jazz. **Berry. 2**

226—AFRO-AMERICAN DANCE THEATRE. This course will outline and examine, through an academic study of dance, the disruption and suppression of the social and religious life of Blacks in the Caribbean and North America. The ways in which historical factors have shaped the participation of Blacks in the U.S. life, as well as their contributions to the arts in U.S. society, will be studied. **Berry. 2-4**

251—INTERMEDIATE JAZZ TECHNIQUE. This course enhances the theoretical concepts of

movement in relation to the contemporary jazz concepts covered in Dance 151. The level of technique and movement concepts covered in this course is designed to foster greater technical facility for the student and places emphasis on the importance of muscular economy in executing movement. Emphasis is also given to the development and refining of jazz combinations. **Berry. 2**

352—ADVANCED JAZZ TECHNIQUE. This course is designed to accommodate advanced dancers who have had previous experience in modern, jazz and/or ethnic dance. Emphasis is placed on enhancing movement dynamics, rhythms and individual expression through various combinations. (Offered only as faculty permits.) **Berry. 2**

English

255—ETHNIC LITERATURE. An introductory study of Black, Hispanic, Native American, and Jewish literature in America, emphasizing the modern period. (Offered both semesters.)
Hamlet, Krumholz, Nichols. 4

259—ORAL TRADITION AND FOLK IMAGINATION. An inquiry into the methodology of folklore study and an examination of the folk idiom in the Afro-American and native American experience.
Hamlet, Nichols. 4

325–AFRICAN-AMERICAN WOMEN'S LITERATURE. This course focuses on the literary, cultural and oral traditions of 20th century African-American women writers. **Krumholz. 4**

355—THE HARLEM RENAISSANCE. Analyzes the interrelationship between the cultural phenomenon of the Harlem Renaissance and the general social, economic, and political conditions of the era, particularly as such conditions helped shape the development and the ultimate consequences of the Renaissance. **Hamlet. 4**

356—THE NARRATIVE OF BLACK AMERICA. A literary study of representative samples of Black literature ranging from slave narratives to contemporary Black fiction. **Nichols, Runzo. 4**

357—POST COLONIAL LITERATURE & CRITICISM. A survey of the literature of Latin America, South America, Africa, and the Caribbean, organized under the rubric of the "Black Aesthetic" and illustrative of both the particularity and universality of the human condition. **Hamlet. 4**

History

225—A HISTORY OF BLACKS IN AMERICA. A study of the experience of Blacks in America with emphasis on the African heritage, slavery, Civil War and Reconstruction, the policies of discrimination, the shift to urban life, the rise of the ghetto, and the age of protest and change. **Kirby. 4**

316—TOPICS IN BLACK HISTORY. Analysis of the development of Black American ideologies, institutions, leaders, and culture based around topical themes with an emphasis on the interrelationship of historical and contemporary Black thought and activity in American life. Prerequisite: History 225.
Kirby. 4

325—A HISTORY OF SOUTHERN AFRICA. In the late 20th century, the people of Southern Africa are searching for solutions to past and present conflicts in order to create a more hopeful future, but the burden of a history marked by domination, exploitation, and conflict, weighs heavily on the present. Can South Africa move beyond apartheid? Can peace and stability replace civil war in Angola and Mozambique? Can the countries of the region work together to achieve a higher level of material well-being for the people? This course will pursue these questions through an historical analysis of the development of South Africa and its neighbors and their interaction, especially in the last two centuries. **Schilling. 4**

Music

112—JAZZ AND OTHER MUSIC OF BLACK AMERICANS. This course will concentrate on jazz but will include other types of music of American Blacks: pre-jazz forms, gospel, rhythm and blues, and "classical" music in the European tradition. The place of the Black musician in American society will be traced from the slave day to the present. **Staff. 4**

Political Science

324—POLITICS OF SUB-SAHARAN AFRICA. This course is intended to introduce the student to politics and development in Africa south of the Sahara. No prior knowledge of Africa is required. The course will use several approaches to the study of comparative politics, including theories of political development, underdevelopment and class analysis, to explore a variety of countries in Africa. The course material will be arranged historically, focusing on case studies as we trace the ebb and flow of politics in Africa over the last half century. **Pletcher. 4**

352—RACE AND SEX DISCRIMINATION AND THE LAW. This course examines the constitutional and statutory doctrines on race and sex discrimination in the federal courts. Through articles from leading law reviews and other selected texts, students will be introduced to the relevant constitutional provisions and statutes which underlie the Supreme Court's doctrine in these areas. Major court decisions will then be reviewed and analyzed. Particular areas to be covered include desegregation, the civil rights movement, affirmative action, the women's movement, feminist jurisprudence, sexual harassment, pregnancy discrimination, rape and comparable worth. **Childers. 4**

Psychology

302—BLACK PSYCHOLOGY. The focus will be on the psychology of the Black experience in the United States. Among the topics to be discussed are cultural disadvantage and education, intelligence, genetics, emotional characteristics, perception, ethnic group differences in attitudes and adjustment, Black child care, mixed marriages, Black athletes and employment, and the Black female. In addition to discussion of these areas, the student is expected to select a particular area for special study. Prerequisite: 100. **Freeman. 3**

Religion

228—BLACK RELIGION AND BLACK THEOLOGY. An introductory course in the study of Black religion and Black theology. It is an interdisciplinary examination of the various aspects and expressions of Black religion, including religious sects, the Black Muslims, mutual aid societies, etc., for the purpose of extracting and validating the data and norm of Black theology. The sociological and theological issues surrounding the construction and analysis of the norm for Black theology will be critically discussed. **Jackson. 4**

Sociology/Anthropology

212—RACE AND ETHNICITY—An introduction to the sociocultural analysis of race and ethnic group membership, in its various historical and geographical contexts, especially that of the contemporary United States. The reasons that ethnic group membership has remained an important factor in social life and the conditions under which such membership forms the basis of social and political mobilization are explored. Key concepts including assimilation, neo-Colonialism, pluralism, and racial group formation will be critically evaluated, with some attention drawn to their ideological basis, explanatory power and policy implications. **Waters. 4**

235—COMPARATIVE THERAPEUTIC SYSTEMS. The course considers the sociocultural bases of both Western and non-western medical and psychiatric systems. It focuses especially on different cultural assumptions about the nature and causes of illness and the institutional arrangements for the care of patients. The course will consider a variety of social scientific theoretical perspectives on the relationship between illness, medicine, and society. It will assess the degree to which non-western medical systems may be compatible with and/or of benefit to Western medicine and psychiatry. This course satisfies the Non-Western Studies requirement and has no prerequisites. **Maynard. 4**

320—PEOPLES AND CULTURES OF SUB-SAHARAN AFRICA. An investigation of methodological and theoretical principles in ethnographic research. It analyzes the nature and causes of human cultural diversity in Africa. Prerequisite: 100 or 150 or consent. **Diduk. 4**

336—THE CROSS-CULTURAL STUDY OF ART. The course will explore aesthetic production from a cross-cultural perspective looking predominantly at non- industrial societies. In doing so, it looks at the role of the artist, the public, and artistic production, in cultural contexts as varied as the Walbiri of Australia, the Guro of Ivory Coast, the Ashanti of Ghana and the Balinese of the island of Bali. It considers how societies define the aesthetic in cultural life. Theories proposed by anthropologists and

sociologists on the function and significance of art are compared. The role of ritual, conceptions of time, and processes of symbolic construction will be examined. Given anthropology's and sociology's concern with cross-cultural patterns, the latter three weeks of the course will compare art in non-industrial societies with contemporary Western art movements. Prerequisite: 100 or 150. This course satisfies the Non-Western Studies requirement. **Diduk. 4**

346—CULTURE, IDENTITY AND POLITICS IN CARIBBEAN SOCIETY. This course focuses on the social, cultural and political life of the Caribbean area, especially the English- and French- speaking areas. A fragmented group of nations decidedly on the periphery of the global economy, the Caribbean was once one of the richest areas in the world. Its riches then depended on the labor of enslaved Africans; the fruits of the plantation economy were enjoyed mainly by European planters. What is the legacy of such a history? We review the variety of Caribbean polities, from the strong democratic traditions of Jamaica to the autocratic rulers of Haiti and explore how the Caribbean's unique combination of cultural influences affect the political processes, ways of life, class divisions, and ethnic stratification evident in the Caribbean today. **Waters. 4**

Chemistry and Biochemistry

Professor Thomas A. Evans, Chair

Professors Richard R. Doyle, Thomas A. Evans, Associate Professor Michael M. Fuson; Assistant Professors Paula R. Melaragno (part-time), Brigitte L. Ramos, Charles W. Sokolik

Departmental Guidelines

The chemistry and biochemistry curriculum provides courses which are designed to enable students — as contributing professionals and engaged citizens — to deal effectively with a world increasingly dominated by the ideas and methods of modern science. Majors are qualified for immediate employment in industry. However, many elect to attend graduate school in chemistry, biochemistry, or related areas, or enter schools of medicine, dentistry, or engineering. The department is approved by the Committee on Professional Training of the American Chemical Society to offer a Certificate of Professional Training in Chemistry to students who satisfy certain requirements beyond a B.S. in chemistry.

Majors are encouraged to participate in the various on-going research projects in the department. Non-majors have access to the department's resources as they are required for their projects. Additional research opportunities are available in the department during the summer and as part of the Oak Ridge Science Semester described elsewhere in this catalog. Various combinations of chemistry courses are needed to meet the requirements for teaching certification in chemistry at the secondary school level. Consult the Department of Education early in the first year.

Approved safety goggles are required in all laboratory courses. The general policy regarding safety glasses is explained in detail on page 190 of this catalog.

A policy of *breakage fees* governs equipment use in *all* laboratory courses. This policy is described earlier in this catalog.

Major in Chemistry

The department provides two routes to the bachelor's degree: a Bachelor of Science program for students wishing an intensive study of chemistry in preparation for professional careers or graduate work; and a Bachelor of Arts program for students intending to pursue fields such as dentistry, medicine, secondary school teaching or other areas requiring a strong chemistry background. Earning a B.A. degree does not preclude a professional scientific career, although an additional year of undergraduate study may be required for admission to some graduate programs.

A student may graduate with a B.A. degree on fulfillment of G.E. requirements and the successful completion of the following courses: Chem. 121-122; 223-224; 225-228; 231; 341; one additional course from among Chem. 302, 342, 401, 417 or 431; 372 and 472; also, Phys. 121-122; Math Sci. 123-124. A student electing to receive a B.S. degree must complete Chem. 417 and 342, and any course from among Chem. 302, 401 and 431 or at least one semester of laboratory research taken either as Chem. 361 or 362, Chem. 451 or 452, or Chem. 461 or 462 in addition to the requirements for the B.A. A B.S. major who takes Chem. 431 as part of the degree requirements will be certified to the American Chemical Society.

Major in Biochemistry

The department also offers a Bachelor of Science degree in biochemistry. This is a rigorous course of study which will provide the student with a strong background for professional schools (medical, dental, pharmacology, veterinary) as well as graduate schools in biochemistry and related fields.

A student may graduate with a B.S. degree in biochemistry on fulfillment of G.E. requirements and the successful completion of the following courses: Chem. 121-122; 223-224; 225-228; 231; 302; 341; 372-472; 401. In addition, students must complete Biol. 110 or 111; 112; 215; Math 123-124; Physics 121-122; and choose two additional semesters of science courses. At least one of the two elected science courses must be from the following: Biol. 216; 218; 224; 225; 232; 234; 341; 355; the second elected science course may be another course selected from the above list of biology courses, or selected from the following list of chemistry courses: 342; 402; 403; 417; 431.

Major in Chemistry (Environmental Studies Minor)

See Environmental Studies Minor, page 80.

Minor in Chemistry

The department requires 20 semester hours of work in chemistry for the completion of a minor in chemistry: Chem. 121-122, Chem. 223-224 and the associated laboratory work, and one additional semester of course work at the 200 level or above would satisfy this requirement.

Course Offerings

100—ENVIRONMENTAL CHEMISTRY. Designed to give some understanding of chemistry to students who are not majoring, this course gives a brief introduction to the periodic properties of atoms, molecules, bonding and thermochemistry, followed by the application of this information to environmental issues. Properties of water and air are examined to see how they are "polluted." Foods,

drugs, radiation, genetic alteration and nuclear energy are also discussed. The course satisfies the G.E. science requirement. The course is not appropriate for science majors or students with a background in college chemistry. Three class periods and one laboratory weekly. **Safety goggles required.**
Staff. 4

110—INTRODUCTION TO CHEMISTRY. This course is open to students who have had no previous chemistry and to other students by consent. It consists of an introductory and less intensive treatment of general chemistry with emphasis on the language of chemistry and on solving its arithmetic and algebraic problems. This course will satisfy the G.E. science requirement and is intended for students who intend to take more chemistry as well as for those non- science majors who want a more traditional introduction to chemistry than Chemistry 100. Three class periods and one lab period.
Safety goggles required. **Staff. 4**

121-122—GENERAL CHEMISTRY. An introductory study of basic chemical topics include: fundamental language and nomenclature; stoichiometry; chemical bonding; molecular geometry; periodicity of chemical properties; comparison of states of matter; acid-base chemistry and an introduction to chemical equilibrium, kinetics, thermodynamics, and electrochemistry. Continued attention will be given to properties and reactions of biologically and industrially important substances. Laboratory experiments are designed to introduce quantitative and/or synthetic techniques and are selected to illustrate and reinforce material discussed in lecture and recitation. Prerequisite: high school chemistry or 110. Four class periods and one laboratory period weekly.
Safety goggles required. **Staff. 4**

199—INTRODUCTORY TOPICS IN CHEMISTRY. A general category used only in the evaluation of transfer credit.

223-224—ORGANIC CHEMISTRY. A study of the aliphatic, aromatic, and heterocyclic compounds of carbon. The reaction chemistry and stereochemistry of most of the principal classes of organic compounds are emphasized, specifically syntheses, reaction mechanisms, theoretical concepts, and the spectroscopic analysis of compounds. Increasingly, work in the second semester deals with biologically important examples. A laboratory course, (listed below) as appropriate, must accompany enrollment. Prerequisites: for 223, 122; for 224, 223. Four class periods weekly. **Evans, Doyle. 3**

225-226—ORGANIC CHEMISTRY LABORATORY. Techniques of organic laboratory practice taken concurrently with 223 and 224, respectively. Experiments are selected to demonstrate the preparation, behavior and characterization of typical organic compounds, and to introduce the techniques of organic qualitative analysis. The laboratory provides an experimental basis for illustrating aspects of the chemistry discussed in 223-224. One laboratory period weekly. **Safety goggles required.**
Evans, Doyle. 1

228—ORGANIC CHEMISTRY LABORATORY. Laboratory work in organic chemistry similar to that offered in 226, but taken concurrently with 224 by those students planning to major in chemistry. Two laboratory periods weekly. **Safety goggles required.** **Evans, Doyle. 2**

231—ANALYTICAL CHEMISTRY. A course of quantitative analytical chemistry based on principles of chemical equilibrium, kinetics, and thermodynamics. The laboratory includes exposure to a range of solution methods along with spectroscopic, chromatographic, and electrochemical techniques for analysis. Offered fall semester only. Four class periods and one laboratory period weekly. Safety glasses required. Prerequisite: 122. **Melaragno, Ramos. 4**

299—INTERMEDIATE TOPICS IN CHEMISTRY. A general category used only in the evaluation of transfer credit.

302—BIOCHEMISTRY. A study of the chemical and physiochemical properties of living organisms. Concepts will be developed through a study of the physical and chemical properties of biological compounds and integration of various metabolic pathways in an attempt to understand the dynamics of living systems. The laboratory will include the isolation and study of properties of biological

compounds. Prerequisites: 224 and 226 or 228 and Biology 112. Offered in the fall semester (as Biology 302). Three class periods weekly plus laboratory. **Safety glasses required.** **Sokolik, Doyle. 4**

341—THERMODYNAMICS AND KINETICS. An examination of the physical properties of chemical systems from both macroscopic and microscopic points of view. Topics include: gas laws and the kinetic molecular theory; thermodynamics and thermochemistry; equilibria and chemical kinetics. Prerequisites: Chemistry 122, Math 123, Physics 122. Four class periods and one laboratory period weekly. **Safety glasses required.** **Fuson. 4**

342—QUANTUM CHEMISTRY AND SPECTROSCOPY. Topics include: structure and bonding from a quantum mechanical point of view; symmetry; and an introduction to spectroscopy and statistical mechanics. Three class periods and one laboratory period weekly. Prerequisites: Chemistry 122, Math 123, Physics 122. **Safety glasses required.** **Fuson. 4**

361-362—DIRECTED STUDY. Laboratory (or library) research, in consultation with a member of the chemistry faculty. Offered to juniors and seniors. Prerequisites: 224 plus 342 or consent. Hours arranged. **Safety glasses required.** **Staff. 3**

399—ADVANCED TOPICS IN CHEMISTRY. A general category used only in the evaluation of transfer credit.

401-01—TOPICS IN BIOCHEMISTRY. A seminar covering selected topics in current biochemical research. Topics will include modern DNA technologies and the theory on which they are based, protein – DNA and drug-DNA interactions, metabolic pathways and their controls, enzyme mechanisms and computer data bases, such as GenBank, EMBL and the Brookhaven Protein Data Bank, and their use in biochemical research. Laboratory work will include modern biochemistry instrumentation and techniques, such as HPLC, UV/vis spectroscopy, protein and DNA electrophoresis, and computer analysis of DNA and protein structures. A required course for the B.S. in biochemistry. Prerequisite: Chemistry/Biology 302. (Offered in the spring semester only.) Three class periods and one laboratory weekly. **Safety glasses required.** **Sokolik. 4**

402-01—TOPICS IN ORGANIC CHEMISTRY. A study of synthetic strategy and certain theoretical aspects of organic chemistry using specially selected examples. The latter include some of the more complex compounds of the aliphatic, aromatic, and heterocyclic series, including compounds of biological significance. Prerequisites: 224 and 226 or 228. Three class periods and one laboratory period weekly. **Safety glasses required.** Not offered 1997-98. **Doyle, Evans. 4**

403-01—TOPICS IN PHYSICAL CHEMISTRY. A seminar covering selected topics in advanced physical chemistry. Possible topics include: nuclear magnetic resonance spectroscopy; computational methods in chemistry; physical chemistry of macromolecules; and atmospheric chemistry. Prerequisite: Chemistry 342. Three class periods and one laboratory period weekly. **Safety glasses required.** **Fuson. 4**

417—INORGANIC CHEMISTRY. A study of inorganic chemistry well beyond that encountered in 122. Topics treated include: chemical bonding; theory, structure and reactivity of coordination compounds; acid-base concepts; and descriptive chemistry and its relationship to periodic properties. Prerequisites: 224 and 342. Three class periods and one laboratory period weekly. **Safety glasses required.** **Melaragno. 4**

431—INSTRUMENTAL ANALYSIS. An examination of modern instruments used in absorption spectroscopy, electrochemistry, and chromatography. Emphasis is on instrumental use as well as underlying theory. Selected aspects of electronics are also discussed. Examples and problems are drawn from the current chemical literature. Prerequisite: 231. Three class periods and one laboratory period weekly. Offered in spring semester only. **Safety glasses required.** **Melaragno, Ramos. 4**

451-452—SENIOR RESEARCH. Laboratory research for qualified seniors working under faculty supervision. Students who wish to qualify for graduation with honors must first enroll in these courses. Prerequisite: staff approval. Hours arranged. **Safety glasses required.** **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. Laboratory research for qualified seniors working under faculty supervision. A thesis is required. Registration is effected only by petitioning the Academic Affairs Council for permission to "convert" an initial registration in 451-452 to a registration in 461-462. Prerequisite: Staff approval. Hours arranged. **Safety glasses required.** **Staff. 4**

372/472—CHEMISTRY SEMINAR. A seminar program for the discussion of new developments in chemistry. Student written and oral presentations are based on extensive use of the chemical literature. Required of all departmental majors. Two semesters required. Offered in spring semester only. Prerequisite: junior/senior standing or consent. **Staff. 1**

Classical Studies

Associate Professor Timothy P. Hofmeister, Chair

Associate Professors Garrett Jacobsen, Timothy P. Hofmeister

Guidelines

By definition, a liberal arts education stresses the importance of coming to terms with those elements central to the development of a free human spirit. Classical Studies affords the opportunity for students to undertake thoughtful study and reflection about issues central to this quest.

In its broadest sense, Classics is the study of the ancient languages, literatures, and cultures of the area surrounding the Mediterranean basin from approximately 2000 B.C. to 500 A.D. It embraces three civilizations — the Minoan-Mycenaean, the Greek and the Roman; two languages — Greek and Latin; and a geographical area including Europe, North Africa, and the Middle East.

In its very essence, study in the Classics is primarily cross-disciplinary and humanistic. It concentrates on the aspects of human achievement which have served as the foundations of western civilization. These inquiries encourage breadth rather than specialization insofar as a student reading Classics should acquire familiarity with classical antiquity through the study of history, literature, philosophy, religion, art, and architecture. Throughout these studies, an attitude about and an appreciation for criticism and interpretation are fostered.

The study of Classics provides the opportunity for the student to realize various objectives: the acquisition of a competence in the classical languages; the development of an appreciation, a comprehension, and an enjoyment of classical literatures; and an understanding of the history and culture of the ancient world. Classics assists in making available the great literature of the world and places emphasis on aspects of the Greek and Roman genius, the forms of literature created and perpetuated, and the permanent contribution to the study of human nature and well-being so necessary for a liberally educated person.

In many ways, the Greeks and Romans faced virtually every issue which confronts contemporary human beings. Since we have in their civilizations the completed record of their failures and successes, in a true sense, the Classics serve as the nucleus of a liberal arts education.

Majors in Classical Studies

Classical Studies offers two majors: Latin and Classical Civilization.

The major in Latin provides an opportunity to learn the language and study the literature of the ancient Romans. Within an historical framework, the

curriculum covers the most important literary genres and authors, illustrating a wide range of idiom, style, and subject matter; the curriculum is designed specifically to enhance the knowledge of students interested in history and literature, while ensuring the competency of prospective teachers of Latin.

The major in Civilization provides an opportunity to study the history and culture of ancient Greece and Rome. By examining the social identity, political evolution, and intellectual development of classical civilization, the student derives an essential understanding of the historical and cultural foundation of contemporary western society. The curriculum is designed to present a broad perspective of classical antiquity and to answer the question of what it meant to be a Greek or a Roman; it offers a valuable complement or preparation for work in law, government, modern languages, literature, education, philosophy, religion, history, and the arts.

Requirements for Majors and Minors

Latin. The major in Latin requires the completion of Greek 111-112, CLCV 212; five courses in Latin beyond Latin 211; an additional CLCV course; and the Senior Conference. The minor in Latin requires three courses beyond Latin 211 and either CLCV 202 or CLCV 212.

Classical Civilization. The major in Classical Civilization normally requires the completion of four CLCV courses; Latin 111-112 or Greek 111-112; a "related" course from Political Science, Religion, Philosophy, or Art; two electives chosen with the consent of the adviser from Latin, Greek, CLCV, First-Year Studies or Honors, "related" courses, or "heritage" courses; and the Senior Conference. The minor in Classical Civilization requires the completion of four CLCV courses and two electives chosen with the consent of the adviser.

The Senior Conference is required of majors in Latin and in Classical Civilization. It is taken in conjunction with a course required for the major and will be structured as a series of joint conferences throughout the semester between the student, the instructor of the required course, and a member of the Classical Studies staff. It is expected that students will write a major paper as part of this activity. Students will receive one hour of credit for this activity, which must be taken during the senior year. Senior Research may be substituted for the Senior Conference.

Course Offerings

Latin

LATIN 111—ELEMENTARY LATIN. An introduction to the fundamental morphology and syntax of Latin. Exercises in grammar and translation are based primarily upon quotations from Latin literature. No prerequisite.(Fall)
Jacobsen. 4

LATIN 112—INTERMEDIATE LATIN. An introduction to advanced grammar and the idiomatic language of Latin. Emphasis is given to the development of translation skills by reading extended passages of Latin prose and poetry. Prerequisite: Latin 111 or placement examination. (Spring)
Jacobsen. 4

LATIN 211—LATIN PROSE WRITERS. Readings from ancient and medieval Latin. Selections range from Cicero's philosophical works to the Gesta Romanorum and some attention is given to the literature's relationship to cultural milieu. Prerequisite: Latin 112 or placement examination. (Fall)
Jacobsen. 4

Latin 211 or permission of the staff is prerequisite for the following:

LATIN 301—ROMAN RHETORIC. Selections from the orations and rhetorical treatises of Cicero. Consideration is given to the influence of rhetoric in politics and education. (Spring, 1998) **Hofmeister. 4**

LATIN 302—ROMAN COMEDY. Selected works of the comic playwrights Plautus and Terence. Colloquial Latin, the definition of humor, and the influences of Greek comedy are important topics. (Spring 1996.) **Jacobsen. 4**

LATIN 311—ROMAN HISTORIOGRAPHY. Selections from the works of major Roman historians: Sallust, Livy, and Tacitus. Emphasis will be given to the work of one author in matters of style, content, and bias. (Spring, 1997) **Hofmeister. 4**

LATIN 312—LATIN LYRIC AND ELEGY. Selections from the *Odes* of Horace, the elegies of Propertius, and Ovid's *Amores*. Attention is directed to poetry as a vehicle of personal expression and social commentary. (Fall, 1996) **Jacobsen. 4**

LATIN 322—LATIN EPIC. The epic genre as defined by Roman poets. A typical focus is Vergil's Aeneid with some comparative analysis of epics written by Lucretius, Ovid, and Lucan. (Fall, 1997) **Jacobsen. 4**

LATIN 331—SILVER AGE LATIN. PROSE readings from the Satyricon of Petronius and the letters of Seneca and Pliny the Younger. Consideration is given to the literary expression of the changing mores and perspectives of imperial Roman society. (Spring, 1998) **Hofmeister. 4**

LATIN 332—SILVER AGE LATIN. POETRY selections from the epigrams of Martial and the Satires of Juvenal. Consideration centers on poetry as an instrument for social criticism and personal invective. (Not offered 1996-98) **Jacobsen. 4**

361-362—DIRECTED STUDY. **Staff. 3-4**

441-442—SENIOR CONFERENCE. **Staff. 1**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Greek

GREEK 111—ELEMENTARY GREEK. An introduction to the fundamental morphology and syntax of ancient Greek. Exercises in grammar and translation are based primarily upon quotations from Greek literature and the New Testament. No prerequisites. (Spring) **Hofmeister. 4**

GREEK 112—INTERMEDIATE GREEK. Advanced study of ancient Greek grammar and language. Emphasis is given to the development of translation skills by reading extended passages of Greek, especially Homer. Prerequisite: Greek 111 or placement examination. (Fall) **Hofmeister. 4**

GREEK 361-362—DIRECTED STUDIES. **Staff. 3-4**

Classical Civilization

FIRST-YEAR STUDIES 107— CLASSICAL CULTURE. For entering students, this is a study of classical antiquity and its influence on modern western civilization. Intellectual, social and political issues will be examined primarily through the study of history and literature. Focal points will include: multiculturalism, the role of women in antiquity, urban development, myth and religion, the individual and society. **Hofmeister.4**

CLCV 201—ANCIENT GREECE: HISTORY AND CIVILIZATION. A survey of ancient Greek culture and history from Minoan-Mycenaean civilization through the ascendancy of Athens to the conquests of Alexander the Great. Attention is given to the social, political, and cultural influences of Greek civilization on Western society. (Fall, 1996.) **Hofmeister. 4**

CLCV 202—ANCIENT ROME: HISTORY AND CIVILIZATION. A survey of Roman civilization from the Etruscan kings through the Republic expanding beyond Italy to an Empire dominating Europe and the Mediterranean world. Of primary consideration is the force of the Roman character on the structure and perspectives of western civilization. (Fall, 1997.) **Jacobsen. 4**

CLCV 211—GREEK LITERATURE AND ANCIENT SOCIETY. A survey of ancient Greek literature from the Homeric epic to the orations of Demosthenes, covering the areas of poetry, drama, historiography, philosophy, and rhetoric. The contexts and concepts of classical literature and society are emphasized. All readings in English. (Fall, 1997.) **Hofmeister. 4**

CLCV 212—LATIN LITERATURE AND ANCIENT SOCIETY. A survey of Latin literature from the comedy of Plautus to the satire of Juvenal, covering the areas of poetry, drama, historiography, philosophy, and rhetoric. The contexts and concepts of classical literature and society are emphasized. All readings are in English. (Spring, 1998.) **Jacobsen. 4**

CLCV 221—CLASSICAL MYTHOLOGY. The study of the myths of the ancient world. The oral and literary tradition of mythology, ancient conceptualizations of god and universe, modern theory and interpretation of myth are important topics. (Spring) **Jacobsen. 4**

CLCV 230—LOCA ANTIQUA: RESEARCH. This is a directed study on a subject chosen by the student which culminates in a research paper specifically related to the topic of CLCV 231. It is only offered in the spring semester, and it is a prerequisite for CLCV 231. (Spring, 1997) **Jacobsen. 1**

CLCV 231—LOCA ANTIQUA: ON SITE. An in-depth study of a particular individual, place, aspect, or era of classical antiquity. This course involves on-site travel and study in Europe and the Mediterranean from mid-May to early June. Topics and sites will vary from year to year. "Gods and Heroes" (Greece), "The Eternal City" (Italy), "The Legacy of Rome" (Britain-France-Germany) are examples. Additional fees will be charged for travel, accommodations, program costs, and academic credits. Prerequisite: CLCV 230 or consent. (Spring, 1997) **Jacobsen. 3**

CLCV 331—TOPICS IN ANCIENT HISTORY. An in-depth study of a particular aspect or era of ancient history including political, economic, and social themes. (Spring) **Staff. 4**

CLCV 341—TOPICS IN ANCIENT LITERATURE. An examination of a particular genre or theme in ancient literature. (Spring) **Staff. 4**

CLCV 361-362—DIRECTED STUDIES. **Staff. 3-4**

CLCV 441-442—SENIOR CONFERENCE. **Staff. 1**

CLCV 451-452—SENIOR RESEARCH. **Staff. 4**

CLCV 461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Communication

Associate Professor Laurel Kennedy, Chair

Associate Professors Victoria Chen, Suzanne E. Condray, Laurel Kennedy; Assistant Professors Kevin Hoyes, Mary Rose Williams

Departmental Guidelines

Courses in the Department of Communication examine the process by which meanings are developed, shaped, and shared in interpersonal, speaker-audience and mass media contexts. In the classroom, faculty and students study the characteristics of messages that affect the ways people perceive them, assign meaning to them, and respond to them in different circumstances.

Courses in the department present opportunities for students who wish to gain a deeper insight into the communication process or who are considering careers in teaching, law, journalism, radio or television broadcasting, public relations, communication management, government, business, sales or marketing, the ministry or counseling.

Communication Major

A student majoring in Communication must complete a minimum of 36 semester hours of credit in the department. All majors must take Communication 100 and 200 by the end of their sophomore year. In addition to completing these core requirements, students must complete 8 credit hours of 200 level coursework, 8 credit hours of 300 level coursework, a 4 credit 400 level seminar and 8 credit hours of electives from the curriculum.

Communication Minor

A student minoring in Communication must complete a minimum of 24 semester hours of credit in the department. All minors must take Communication 100 and 200 by the end of their sophomore year. In addition to completing these core requirements, students must complete 4 credit hours of 200 level coursework, 4 credit hours of 300 level coursework, a 4 credit 400 level seminar and 4 credit hours of elective.

Course Offerings

100—COMMUNICATION IN SOCIAL INTERACTION. This course is designed to introduce students to the fundamentals of human communication within an historical and contextual framework. Students will learn some selected theoretical frameworks and vocabulary useful in exploring and analyzing social interaction. The course traces the evolution of communication and the role it has played in interpersonal, social, cultural and media contexts. First-year or sophomore standing or consent. Required of all majors and minors. (Not available for students with prior credit for Communication 121.) **Chen. 4**

101—PUBLIC SPEAKING. A discussion-recitation approach to the oral communication of ideas. Students deliver informative and persuasive speeches that are individually reviewed. The course is intended to assist students in becoming more effective communicators, regardless of their major. Offered both semesters. **Williams. 4**

147—MEDIA LITERACY. While most of us are proficient consumers of visual electronic media - we have the speed of symbol-recognition and comprehension skills to be adept "readers" - few of us have been taught to bring to that reading the critical skills we learn in the study of literature, music or art. We rarely question how the historical, political or social position of the "author" or the technical production environment determine the nature of the finished product. In this course we examine the rhetoric of television images and study the codes used, in order to understand how the images reflect the manufacturing process of which they are a product and to reflect on how the construction process limits the "reality" which television presents. First-year students only or consent. **Kennedy.** 4

199—INTRODUCTORY TOPICS IN COMMUNICATION. A general category used only in the evaluation of transfer credit.

200—RESEARCH IN COMMUNICATION. The purpose of this course is to expose students to major research methods used in the communication discipline. The course will sensitize students to issues in the field, familiarize students with types of research methods used in the discipline and enable students to formulate research questions, and design appropriate studies to answer those questions. In addition, the course will facilitate students' ability to understand the logic and process of research and to engage in critical analyses of reports and studies published in communication journals. First-year or sophomore standing or consent. Required of majors/minors. **Hoyes.** 4

220—THE AUDIENCE, THE DYAD AND THE SMALL GROUP. An application of fundamental principles of communication and basic concepts to dyadic, small group, and speaker-audience situations. Communication principles common to the three settings and those unique to each will be developed and applied through readings, lecture/discussion, and structured experiences. **Staff.** 4

221—SMALL GROUP COMMUNICATION. This course studies the communication process in the task oriented discussion group. Topics to be considered include group culture, methods of decision making, nonverbal elements in the communication process, the role structure of the group, group leadership, and others. Students will seek to apply fundamental principles in a series of small-group projects. **Staff.** 4

222—ARGUMENTATION AND DEBATE: CONTEMPORARY SOCIAL ISSUES. The goal of this course is to teach students the theory and practice of socially responsible argument and argumentation. Students will consider the role played by argument in human affairs while developing the critical skills necessary for the creation, presentation and evaluation of arguments. **Williams.** 4

223—PERSUASION. An introduction to the theory and practice of persuasion and an appraisal of its influences upon modern society. Students will prepare and deliver original persuasive speeches. **Williams.** 4

224—INTERPERSONAL COMMUNICATION. This course provides a useful theoretical framework to the study of human interaction. A major part of the course concerns the process of our creation of meaning and coordination of action. Topics include analysis of interactional patterns of communication, personal mythology, college students' culture and family communication. **Chen.** 4

225—RADIO AND TELEVISION IN AMERICA. The history of radio and television development; a study of the structure of broadcasting; comparative study of broadcasting practices in other countries; the objectives of radio and television as a social force and cultural influence; a study of program types; and the analysis of existing programs aimed toward the development of acceptable standards for broadcasting. **Kennedy.** 4

226—THE SOCIAL IMPACT OF MASS MEDIA. The major goal of this course is to explore various theoretical frameworks and specific theories which characterize and interpret mass media roles, functions and effects in modern society and in the lives of individuals. Topics included are: socialization of children, violence and aggression, political communication, diffusion of innovation, sexist and racist stereotyping, and the impact of the future modes of mass communication. **Hoyes.** 4

229—GENDER, RACE & THE MASS MEDIA. An examination of the historical and contemporary significance of race and gender in issues of media portrayals, media employment or recognition and media coverage in news and entertainment programming. The course explores media access and portrayals of African-Americans, Hispanics, Asian Americans, women and other marginalized populations in print, broadcasting and film. **Condray.** 4

230—PUBLIC RELATIONS. An introduction to the theories, methods, and practice of public relations, examining the efforts of institutions to influence and maintain favorable opinion both within and outside of their organizations. The course will include case studies in industrial and political public relations efforts, and exercises in public relations activities and crisis communication. Prerequisite: Comm 223 or consent. **Staff. 4**

299—INTERMEDIATE TOPICS IN COMMUNICATION. A general category used only in the evaluation of transfer credit.

301—MEDIA PROGRAMMING AND ECONOMICS. This course examines the economic influences on media content, the decision-making processes that influence the production of programming, and the influence of new technologies on programming. Prerequisite: Comm 225 or consent. **Kennedy. 4**

305—COMPARATIVE MEDIA SYSTEMS. This course examines media systems in developed and developing nations. It explores the organizational nature of the media system and its relationship to a nation's social, political, and economic structures. **Kennedy. 4**

306—ORGANIZATIONAL COMMUNICATION. A study of the communication process in organizational settings, including an examination of contrasting theories of organization, the role of communication in different types of organizational structures, the impact of organizational culture, and the nature of communication on different levels within the organization. **Staff. 4**

308—NEWSWRITING. The course focuses on newswriting for print, radio, and television. In addition to analyzing messages for each medium, each student will be responsible for preparing select written assignments and group projects. **Condray. 4**

309—SCRIPTWRITING. A course introducing techniques of non-fiction and fictional writing for video. Assignments and course materials examine research, narration, characterization, dialogue, plot development, script design and other aspects of writing for informational, dramatic and comedic programming. **Condray. 4**

311—MASS COMMUNICATION ETHICS. This course explores the range of ethical issues which face professionals working in mass communication industries and introduces methods of approaching and resolving such issues. To that end it employs a combination of lectures, discussion sessions and the use of case studies. Its focus is on case studies and the effects of decision-making on the broad range of constituencies of mass communication practitioners. **Staff. 4**

315—SPECIAL TOPICS IN MASS COMMUNICATION. These classes focus intensively upon a particular aspect of mass communication. May be taken more than once for elective credit as an upper division course. Examples of current topics might include: History of Mass Communication, Alternative Media Voices or New Technologies. **Staff. 4**

328—COMMUNICATION LAW. Communication Law examines the constitutional and statutory principles associated with the First Amendment issues of free speech and free press. The course examines legal decisions, governmental regulatory doctrines, and self-regulatory practices which inform First Amendment law. Particular topics discussed include censorship, obscenity and pornography, libel law, privacy, governmental secrecy, regulation of broadcasting and advertising, and issues of free press/ fair trial. **Condray. 4**

335—COMMUNICATION AND THE HUMAN CONDITION. This course will provide you with a framework to examine the connection between various forms of communication and action. The premise that we live in communication and language suggests that we do not simply use communication and language to accomplish goals; rather, these concepts construct our reality. Topics include modernity and communication, postmodern form of life, how to deal with various differences among social groups, and how to create a public forum to discuss difficult social issues. **Chen. 4**

348—MASS MEDIA AND AMERICAN FOREIGN POLICY. This course explores the nature and the extent of interaction between the mass media and the processes of foreign policy formulation and conduct in the United States. The media-policy link is examined with particular attention to the

emerging features of the international system, the increasing importance of global media and public opinion, the globalization of policy issues and the expansion of press, polling and communication staffs in government agencies. **Staff. 4**

400—SEMINARS: CURRENT TOPICS IN COMMUNICATION.

400-1—News Criticism. This seminar examines processes of news production and uses of news products by media consumers. It conceptualizes news as a construction of social realities and concentrates on the questions of what constitutes news, what constraints mediate its production, and how the news consumers' needs play a role in determining different usage patterns and effects of news products. **Staff. 4**

400-3—Culture and Communication. This seminar offers a critical examination of the role culture plays in human communication. It takes an interpretive approach to study various cultural constructions of communication practices. Materials used in class include scholars' autobiographies, works of fiction, ethnographies, films and video presentations. **Chen. 4**

400-4—Mass Media and the Presidency. This seminar examines the relationship between the mass media and the American presidency. It focuses on the historical development of the relationship, the role of the press and press secretary's office in White House coverage, the influence of presidential press coverage on public perception of the presidency, and the influence of the media on presidential election campaigns. **Condray. 4**

400-6—Advocating Reform: Communication in Social Movements. The seminar examines the use of traditional and non-traditional forms of communication, including speeches, mass-mediated messages, slogans, demonstrations, and other forms of social protest, that have been used in the social movements of the 19th and 20th centuries. Through this approach, the course seeks to explore the role of persuasion in social movements and the forms of mass persuasion adopted by various groups in advocating reform. **Condray, Williams. 4**

400-7—Conflict and Negotiation. A study of how the use of communication during the process of social interaction creates and resolves conflict. The course will explore theories relating to the nature of conflict, strategic negotiation models, issues revolving around third party intervention, and other topics related to the current research in conflict and communication theory. **Staff.4**

400-8—Critical Methods in Communication. This course is designed to acquaint students with criticism as a method for answering research questions in communication. Students will be provided with opportunities to apply rhetorical/critical methods in the writing of essays analyzing various kinds of persuasive texts — both discursive and non-discursive. Public communication via public speaking, broadcast, film, and print media as well as art, architecture and music will be among the texts examined over the course of the term. **Williams. 4**

400-9—International Communication: Politics and Policy. This seminar examines the nature of information flows between nations, the issues raised by such communication, and the institutions involved and patterns evident in the resolution of policy differences. The course surveys the transfer of news and entertainment programming as well as financial, trade and other data across borders, and suggests a range of issues raised, such as the uses of information in foreign policy, the extension of cultural imperialism, corporate invasion of privacy, and incursions upon sovereignty and national security. In examining the resolution of such issues, the course analyzes how nations' power is distributed and utilized in international fora. **Kennedy. 4**

361-362—DIRECTED STUDY. **Staff. 3-4**

363-364—INDEPENDENT STUDY. **Staff. 3-4**

399—ADVANCED TOPICS IN COMMUNICATION. A general category used only in the evaluation of transfer credit.

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Computer Science

Associate Professor Joan Krone, Chair

Professors James Cameron, Todd H. Feil; Associate Professor Joan Krone

Program Guidelines

The Computer Science program aims to produce students who are well grounded in the theoretical aspects of computer science, are proficient programmers and have an understanding of the design and architecture of computers. Emphasis is given at all levels of the program to algorithm design and analysis. Many upper level courses involve large programming projects.

Students interested in Computer Science should take 171 followed by 173 by the end of the sophomore year, but preferably by the end of their first year. B.S. candidates should also take Math 123-124, preferably during the first year.

For research opportunities in Computer Science see the Oak Ridge Science Semester listed elsewhere in this catalog.

Students interested in taking only one or two courses in Computer Science should choose 101 or 171.

Requirements for Degrees in Computer Science

The core program in Computer Science consists of 171, 173, 271, 272, 371, 372, 334 and 384. All Computer Science majors must complete this sequence of courses.

The minimum requirements for a B.A. degree in Computer Science are the core plus two courses from 352, 356, 373, 374, 377, 402, and 403.

The minimum requirements for a B.S. degree are the core, Math 123 and 124 and three courses from the list 352, 356, 373, 374, 377, 402, 403 and Math 331 and 341.

Requirements for a Degree in Mathematical Sciences

The Department of Mathematics and Computer Science also offers a B.A. degree in Mathematical Sciences. This degree offers the student a broad background in mathematics, computer science and statistics. The requirements are Math 123, 124, 222, 231, 331, 341 and 342 and Computer Science 171, 173, 271 and 272.

The Minor

A minor in computer science consists of 171, 173, 271, 272, 371, and 384.

Additional Guidelines

The Computer Science faculty strongly recommends that B.A. candidates also take Math 123, 124 and 231, in addition to the required courses. It is also recommended that a B.A. candidate in Computer Science consider a second major

or a strong minor. Students who intend to pursue graduate study in Computer Science should take a B.S. major.

Course Offerings

101—INTRODUCTION TO COMPUTING TECHNOLOGY. A study of topics in computer technology including hardware, number systems, operating systems, security, ethics and networks. Students learn to use database managers, spreadsheets, internet search mechanisms and other current application software. The course includes in-class lab work and requires no previous computer experience. Not open to students who have taken CS171. **Staff. 4**

119—SEMINAR IN PROGRAMMING PROBLEMS. Students meet weekly to solve a challenging programming problem. Strategies for solving problems will be discussed. Offered fall semester. **Staff. 1**

171—INTRODUCTION TO COMPUTER SCIENCE - PART 1. A one-semester introduction to computer programming, including emphasis on designing algorithms and implementing those algorithms using a computer language. Students will also learn some elementary concepts about computer hardware and operating systems. **Staff. 4**

173—INTRODUCTION TO COMPUTER SCIENCE - PART 2. A study of mathematics important to computer science, including number theory, boolean algebra, induction, recursion, sets, relations, and functions. Students apply these math concepts in writing programs. They learn new programming concepts including dynamic variables and modularization. **Staff. 4**

199—INTRODUCTORY TOPICS IN MATHEMATICAL SCIENCE. A general category used only in the evaluation of transfer credit.

200-TOPICS IN MATHEMATICS AND COMPUTER SCIENCE. **Staff. 4**

271-272—ALGORITHMS AND DATA STRUCTURES. This course will stress the analysis of algorithms and data structures (lists, stacks, queues, trees and graphs), their implementation and applications. Topics also covered will be recursion, sorting and searching. Required of all computer science majors. Prerequisite: 173. **Staff. 4**

299—INTERMEDIATE TOPICS IN MATHEMATICAL SCIENCES. A general category used only in the evaluation of transfer credit.

334—THEORY OF COMPUTATION. (Also listed under Mathematics offerings.) This course is a study of formal languages and their related automata. Turing machines, unsolvable problems and NP-complete problems. No lab. Prerequisites: 171. **Staff. 4**

352—NUMERICAL ANALYSIS. (Also listed under Mathematics offerings.) Topics from numerical quadrature, numerical integration of differential equations, matrix manipulations, and solution of nonlinear equations. Prerequisites: CS 173, Math 222, 231; Math 351 recommended. **Staff. 4**

356—MATHEMATICAL MODELING AND COMPUTER SIMULATION. (Also listed under Mathematics offerings.) A systematic treatment of the theory, applications, and limitations of modeling. Applications may include linear optimization, difference equations, queuing, and critical path problems. Simulation will be included as an applicational method, and the discussion of a simulation language such as SIMSCRIPT, GPSS, or DYNAMO may also be included. Prerequisites: 173 and Math 341. **Staff. 4**

361-362—DIRECTED STUDY. **Staff. 3**

363-364—INDEPENDENT STUDIES. **Staff. 3**

371-372—COMPUTER SYSTEMS I, II. A two-semester study of computer organization and operating systems. A study of the primitive actions of a computer through the medium of a low level language and a study of the basics of operating systems; memory management, process management, and input/output. Corequisite: 272 **Staff. 4**

373—PROGRAMMING LANGUAGES. A systematic study of computer programming languages starting with machine language and a brief examination of its hardware implementation. Progressing through assembly language to higher languages embodying numerical and non-numerical computation. Throughout the development, the underlying structure of the languages and their implementation on computers will be stressed. This includes syntax analysis, Backus-Naur Form (BNF) specification of languages, Polish postfix notation implemented by pushdown stacks, and design of assemblers and compilers. Corequisite: 272. **Staff. 4**

374—COMPILERS. A study of the processes involved in the conversion of computer programs written in one language to logically equivalent programs in another language. Issues in syntax and semantic definitions, as well as parsing techniques, will be addressed. Prerequisite 271. **Staff. 4**

377—DATABASE SYSTEMS. Analysis and design of information and decision-making processes. The advantage of alternative systems will be discussed from the operational and strategic points of view. Corequisite: 272. **Staff. 4**

384—DIGITAL ELECTRONIC AND COMPUTER ARCHITECTURE. A study of the basic components of switching circuits and processors. Investigation of both the internal design of a processor and the entire computer system. Includes a lab. Prerequisite: 271. **Staff. 6**

399—ADVANCED TOPICS IN MATHEMATICAL SCIENCES. A general category used only in the evaluation of transfer credit.

402-403—ADVANCED TOPICS IN COMPUTER SCIENCE.
a. Parallel Processing
b. Artificial Intelligence.
c. Graphics
d. Networking
e. Artificial Neural Networks **Staff. 4**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Dance

Associate Professor Gill Wright Miller, Chair

Associate Professors Gill Wright Miller, Sandra Mathern-Smith; Artist-in-Residence April Berry; Visiting Instructor Robert Cole; Resident Musicians Keith Fleming, Claudia Howard Queen; Adjunct Musicians Charla Dryburgh, Meredith Needham; Adjunct Technical Director Fred Kraps

Departmental Guidelines

The Department of Dance is committed to exploring principles of the form through movement and through theoretical inquiry. The faculty believes the liberal arts study of "dance as an art form" necessitates an integration of the kinesthetic (body), the intellectual (mind) and the emotional/internal (spirit). We see this trinity (body/mind/spirit) as the core concern of the discourse, the discipline and the faculty as we explore physical and metaphysical material both academically and artistically. Our aim is to expose students to a wide variety of approaches by utilizing primary and secondary sources. The opportunity for application in research and concert performance is available early in the student's career, enabling her/him to become independently productive in the application of these principles.

Requirements for the B.A. degree in dance: 40 credits minimum

The Bachelor of Arts degree in dance reflects a philosophy that integrates principles of theory and technique resulting in the informed viewing of and practical participation in performance. Studio course work includes technique classes, performance repertory, improvisation and composition and the reconstruction of modern, post-modern, ballet and jazz dances from this and previous centuries. Theoretical course work includes reading, writing and moving with an emphasis on exposing theory. The boundaries between technique and theory are purposefully blurred, indicating our commitment to a liberal arts curriculum rather than a conservatory curriculum.

All dance majors must take four theoretical core courses: Dance 274–Survey of Concert Dance History in the United States, Dance 284–Dance Improvisation and Composition, Dance 374–Experiential Anatomy/Kinesiology, and Dance 384–Movement Analysis. Students are advised, but not required, to take the 200-level courses earlier than the 300-level courses.

Dance majors must also enroll in a minimum of 16 credit hours (8 courses) of technique in any configuration of genres. However, all majors must take Dance 332–Advanced Modern Technique and one other advanced technique (Dance 342–Advanced Ballet Technique or Dance 352–Advanced Jazz Technique) for full credit at least once.

Finally, dance majors participate in two kinds of culminating experiences. In the theoretical perspective, all majors must take Dance 451–Senior Research in the first semester of their senior year. In the studio perspective, all majors must participate in a minimum of 4 credit hours of concert repertory (Dance 430/440/450) at the minimum rate of 1 repertory credit (Dance 430/440/450) per end-of-semester concert.

Minor in Dance: 22 credits minimum

The minor in Dance consists of a minimum of 22 credit hours. Minors may select any two "core" courses from the theoretical list: Dance 274–Survey of Concert Dance in the United States, Dance 284–Dance Improvisation and Composition, Dance 374–Experiential Anatomy/Kinesiology, and Dance 384–Movement Analysis. The minor must also take a minimum of 8 credit hours (4 courses) which must include the advanced level of at least one genre (Dance 332, 342 or 352). All minors are required to enroll in Dance 451–Senior Research first semester of the senior year, and must participate in at least 2 end-of-semester concerts for a minimum of 1 repertory credit (Dance 430/440/450) per concert.

Course Offerings

–All 100-level courses assume no previous experience with dance movement.
–All students are initially advised to enroll in Beginning-level technique classes, regardless of previous experience.
–Permission of instructor or placement audition is required for those students wishing to enroll in the Intermediate or Advanced technique classes, regardless of previous experience. Placement auditions are offered on Registration Day of each semester by arrangement.
–All technique classes may be repeated for additional credit. It is expected that students might enroll at the same level for more than one semester.
–Students following a theoretical series are advised but not required to take the 200-level courses ahead of the 300-level courses.

132—BEGINNING MODERN TECHNIQUE. This course offers students a basic movement experience which strives to promote greater integration of mental and physical knowledge and kinetic awareness. Exercises emphasizing placement, flexibility and strength will be taught. The basic elements of dance — space, time and force — are introduced and explored with the larger purpose of providing a deeper appreciation of dance as an art form. A brief introduction to the history of modern dance in the U.S. is included through video viewings and readings. Concert attendance and a limited number of reaction papers are required. **Mathern-Smith. 2**

142—BEGINNING BALLET TECHNIQUE. This course serves the student with no previous training, and those who have had little training or none recently. Basic body placement, the positions of the feet, simple port de bra, and other simple movements are taught. The proper carriage of the body in classic ballet technique is explored through elementary barre and centre exercises. Second semester offers an accelerated introduction to accommodate newcomers yet sustains the development of returning students. A brief introduction to the history of ballet dance in the U.S. is included through video viewings and readings. Concert attendance and a limited number of reaction papers are required. **Cole. 2**

152—BEGINNING JAZZ TECHNIQUE. This course introduces the student to the fundamental aspects of isolation and release through Afro-Caribbean movement via the exercises from the Dunham technique and those of modern jazz. This course serves the student in establishing an awareness of the human body's movement potential and the anatomical importance of correct alignment. Contemporary concert jazz dance movements rooted in the black traditions are incorporated with dance vocabulary. A brief introduction to the history of jazz dance in the U.S. is included through video viewings and readings. Concert attendance and a limited number of reaction papers are required. **Berry.2**

199—INTRODUCTORY TOPICS IN DANCE. A general category used only in the evaluation of transfer credit.

232—INTERMEDIATE MODERN TECHNIQUE. This course offers students a heightened movement experience with greater emphasis on technical development and aspects of performance. Exercises emphasizing placement, flexibility and strength are taught, with specific attention given to gravity, transition, phrasing and movement of the torso and limbs in opposition and harmony. Concert attendance and a limited number of reaction papers are required. **Mathern-Smith. 2**

242—INTERMEDIATE BALLET TECHNIQUE. Primarily a continuation of Dance 142—Beginning Ballet Technique, a certain amount of review of the basic work precedes the study of a greater variety of simple steps. There is increased emphasis on épaulement, pirouettes, adagio and petit and grand allegro in center work. The level of technique expands to include longer, more controlled adagios, more variety of turns, effort to improve elevation and extension, and a development of port de bras in relationship to carriage and performance. Concert attendance and a limited number of reaction papers are required. **Cole. 2**

252—INTERMEDIATE JAZZ TECHNIQUE. This course enhances the concepts of movement in relation to the modern jazz techniques covered in Dance 152—Beginning Jazz Technique. The level of technique and movement concepts covered is designed to foster greater technical facility and places emphasis on the importance of muscular economy in executing movement. Emphasis is also given to the development and refinement of rhythmic awareness and style. Concert attendance and a limited number of reaction papers are required. **Berry. 2**

274—SURVEY OF CONCERT DANCE IN THE UNITED STATES. This course will focus on concert dance in the United States, investigating the roots of Western concert dance in the ballet of France and Russia, the birth of modern dance in Germany at around the same period as it was developed in the U.S. Some non-Western dance forms that have had major influences on contemporary dance in the United States -- such as the traditional dance forms of Japan, India, West Africa, and the effect on concert dance of the African Diaspora to the New World -- will be examined. Contemporary dance history in the United States will be covered as well, incorporating the development of aesthetic dance at the turn of the century, the development of the modern dance movement of the 1930s and 1940s, postmodern dance, and black dance in the U.S. Rather than aiming for a general approach to cover such a vast period of time and such a vast amount of information, this course will be selective, focusing on specific artists within each period and genre. Course offered fall semesters only.
Mathern-Smith.4

284—DANCE IMPROVISATION AND COMPOSITION. This course will explore the methods and elements of dance composition through improvisational exercises and compositional studies. Through the manipulation of space, time and dynamics in spontaneous movement exercises compositional elements will be discovered and explored, and a developing understanding of choreography will emerge. Students will explore solo, duet and finally group improvisations. In addition to learning and practicing the art of moving in the moment, students will be required to create, analyze and critique original compositional studies. A portion of this course will be devoted to learning and understanding the principles of Contact Improvisation as a tool for comprehending the forces of the body in motion, for further broadening choreographic possibilities, and as a means of training the body, mind, and spirit. Course offered spring semesters only. **Mathern-Smith. 4**

299—INTERMEDIATE TOPICS IN DANCE. A general category used only in the evaluation of transfer credit.

332—ADVANCED MODERN TECHNIQUE. Advanced modern technique is designed for students with significant experience in Modern Dance training. It provides the dancer with the rigorous training required for performance and requires an attitude that anticipates professionalism. Students will be challenged to integrate both technical and qualitative skills while continuing to develop strength, flexibility, endurance, and a sensitivity to gravity, momentum, and phrasing. Advanced classes meet for two hours three times per week. No outside work is required. **Mathern-Smith. 2**

342—ADVANCED BALLET TECHNIQUE. This course is designed for the most advanced ballet technicians in the department and requires an attitude of dedication that anticipates professionalism. The level of the class in general determines the material presented. Advanced classes meet for two hours three times per week. No outside work is required. **Cole. 2**

352—ADVANCED JAZZ TECHNIQUE. This course is designed to accommodate advanced dancers who have had previous experience in modern jazz techniques. Emphasis is placed on enhancing

movement dynamics, rhythms and performance quality through movement phrasing and choreography. Advanced classes meet for two hours three times per week. No outside work is required. **Berry. 2**

361-362—DIRECTED STUDY. Individual pursuits in composition/improvisation/choreography, history/criticism, anatomy/kinesiology, or movement analysis/reconstruction under the supervision of a faculty member. **Staff. 2-4**

374—EXPERIENTIAL ANATOMY/KINESIOLOGY. Through various approaches to learning (memorizing factual information, sharing personal body-centered stories, drawing evocative and descriptive images, and moving through guided developmental movement explorations), students will be exposed to an introduction to anatomy and kinesiology in their own bodies. The course materials approach the body primarily through skeletal, muscular, and neurological systems, but also through consideration of other systems (e.g., digestive, respiratory) and attitudes about sexuality and emotions, body image and concepts – each from the anatomical and kinesiological perspective. All students are required to keep weekly journals, present classroom materials in a formal assignment and conduct a major research project to illustrate their command of kinesiological terminology and reasoning. Course offered every semester. **Miller. 4**

384—MOVEMENT ANALYSIS. Through two specific systems of movement analysis (Labanotation and Laban Movement Analysis), the student will be exposed to both quantitative and qualitative methods for close textual analysis of movement. The course will consider elements of support and gesture, direction, level, timing, part of the body moving, as well as effort dynamics, relationship to the environment, and kinespheric crystallizations, and ways of organizing the movement in the body. These methods of analysis are then applied to concrete movement situations selected and designed by the student ranging from sports situations to therapeutic situations to historical dances for reconstruction and performance. Course offered every semester. **Miller. 4**

394—SPECIAL TOPICS IN DANCE. From time to time, according to the expertise of the faculty and the interests of the students, special courses that can address intensive study will be arranged and offered. This course can be taken more than once for credit. **Staff. 4**

399—ADVANCED TOPICS IN DANCE. A general category used only in the evaluation of transfer credit. **1-3**

420—PERFORMANCE WORKSHOP. The technical aspects of producing a concert are applied through practical experience. Performance space preparation (the hanging of lights, laying of the floor, and the building of audience space) and the designing of lighting, costumes, and publicity are taught by means of application. Students are awarded credit based on the number of hours of involvement. Available every semester. **Miller. 1-2**

430/440/450—REPERTORY. New and reconstructed works choreographed by faculty and guest artists are learned by students and rehearsed for public performance. Credit is awarded based on the number of hours of involvement. Differences in course number refer to genres of performance work. By audition only. (Auditions held early each semester.) Available every semester. **Miller. 1-2**

451-452—SENIOR RESEARCH. This course consists of an integration of theoretical and technical course work through the intensive examination of Western dance philosophy as the foundation for the student's own dance experience. It represents a culminating experience in areas identified by each individual student. During the course of the semester's work, each student will prepare a significant research document, the undertaking of several works for concert production, the reconstruction of a significant historical work, or the like. The resultant document/performance will be presented publicly for an identified audience in partial fulfillment of the degree requirements. Course offered fall semester only. **Miller. 4**

East Asian Studies

Faculty: John Cort, Tod Frolking, Barry Keenan, Laurel Kennedy, Paul King, Xinda Lian, Kent Maynard, James Pletcher

To graduate with a degree in East Asian Studies requires a balance of courses in Chinese or Japanese language study with courses, selected from a variety of departments, focusing on the East Asian region. Study in China, Hong Kong, Taiwan, or Japan for a semester or a year on an approved program is encouraged. Every senior major will research a topic chosen by the student in consultation with professors from two disciplines.

A Minor in East Asian Studies

The East Asian Studies minor requires four semesters of study of the Chinese or Japanese language. The twenty credits to fulfill the minor must include the two core courses, and three additional courses chosen from category III (see below). Only one independent study course, and one comparative course will count toward the minor.

A Major in East Asian Studies

Majors will choose courses in close consultation with a faculty adviser. Senior year the major will focus the methodologies of two disciplines on a research topic concerning China, Japan, or their interaction. The major requires one language semester beyond the college language requirement, seven area studies courses, and a senior research project that together normally will equal a total of thirty-six credit hours. Advisers can help the student select which courses in approved study-abroad programs will meet the following requirements:

I. Language requirement: four semesters of Chinese or Japanese coursework, or the equivalent. Majors are encouraged to begin their language work at Denison their first year, if possible.

II. The Two Core Courses
   A. History 232 — Traditional East Asian Civilization; or Religion 216 — Religions of China and Japan
   B. History 233 — Modern East Asian Civilization

III. Five East Asian area studies courses, selected from the following:
   A. Art 291 Art of Japan
      Art 292 Art of China
      Art 293 Art of Burma and Southeast Asia
      Chinese 205 Classical Chinese Literature in Translation
      Chinese 305 Taoism and Chinese Literature
      Economics 340 The Economies of the Pacific Rim
      Hist. 232 Traditional East Asian Civilization
      Hist. 326 The Confucian Classics
      Hist. 327 The Modern Fate of Confucian China

Pol. Sci. 325 Politics of Southeast Asia
Rel. 216 Religions of China and Japan

B. Independent Study (maximum of two):
Examples:
Art 363-364 Contemporary Chinese or Japanese Art
Chinese 361-362 Readings in Chinese Texts
Econ. 361-362 East Asian Economics (King)
Geog. 364 Geography of China
Interdepartmental 361-362 Directed Study in East Asian Studies
Interdepartmental 363-364 Independent Study in East Asian Studies

C. Comparative Courses (Maximum of two):
East Asia in comparison with other regions of the world
Art 157 History of Asian Art Survey
Communication 350 International Communication
Econ. 312 Economic Development in the Third World
Hist. 328 Vietnam at War
Religion 233 Buddhism

IV. Senior Research Project
East Asian Studies 450 — Senior Project in East Asian Studies. Selecting two disciplines, the student chooses a topic in East Asian Studies and utilizes the skills of both disciplines to analyze that topic in a major research paper, directed by faculty members from both disciplines.

Study Abroad

Denison-approved programs of study in the People's Republic of China are available in Nanjing and Beijing for semester or year-long periods through the China Consortium (CIEE), as well as through the Institute of Asian Studies (IAS). In Taipei, the IAS program at Fu Jen University is approved. Applications can be considered for either semester, or for a year. In Hong Kong, the International Asian Studies Program at the Chinese University of Hong Kong is approved, and is normally two semesters in length. In Japan, the Waseda program is approved for a full year, and the Institute of Asian Studies programs at Nagoya or Tokyo for either semester or for the full year are also approved. In Singapore, a good semester program operated by the Institute of Asian Studies has been approved.

Course Offerings

Art

157—HISTORY OF ASIAN ART SURVEY. Survey of the arts of India, China, Japan, and Southeast Asia emphasizing works in their historical, religious and social context. **Staff. 4**

291—ART OF JAPAN. A survey of Japanese architecture, sculpture, painting, and the decorative arts from prehistoric times to the 20th century, with an emphasis on the works in their cultural and religious context. **Staff. 4**

292—ART OF CHINA. A survey of Chinese architecture, sculpture, painting and the decorative arts from prehistoric times to the 20th century, with an emphasis on the works in their religious and cultural context. The course provides an opportunity to work with the Denison collection of Chinese art. **Staff. 4**

293—ART OF BURMA AND SOUTHEAST ASIA. A survey of the architecture, sculpture, painting and decorative arts of Burma, Sri Lanka, Thailand, Indonesia, Kampuchea and other areas of Southeast Asia, with an emphasis on the works in their religious and cultural context, with a special focus on Burma. The course provides an opportunity to work extensively with the Denison Collection of Burmese art. **Staff. 4**

Chinese

111-112—BEGINNING CHINESE. A comprehensive introductory course in modern standard Chinese through the four basic skills: aural comprehension, speaking, reading, and writing. The two beginning courses will concentrate on correct pronunciation and the four tones as well as the basic grammatical patterns. **Lian. 4**

205—CLASSICAL CHINESE LITERATURE IN TRANSLATION. A survey of Chinese literature from antiquity to the 13th century, providing acquaintance with, and enjoyment of, masterworks of various genres that have exerted great influence on the life and thought of Chinese people through the ages. (Normally offered in the fall.) **Lian. 4**

211—INTERMEDIATE CHINESE. Development of conversational skills. Comprehensive grammar will be the core of the course, along with further development of reading ability and more extensive oral practice. Prerequisite: 112 **Lian. 4**

212—INTERMEDIATE CHINESE. Further development of fluency in conversation and in reading. Emphasis on the students' ability to write Chinese characters through composition exercises. Prerequisite: 211 **Lian. 4**

305—TAOISM AND CHINESE LITERATURE. This course will examine a special group of early Chinese texts from antiquity to the 8th century that will not only enlighten, but also delight, modern readers: ancient Taoist texts written in fascinating literary style, and a variety of literary works informed with Taoist spirit. No knowledge of Chinese is required. (Normally offered in the spring.) **Lian. 4**

361-362—DIRECTED STUDY. Readings in Chinese texts. **Staff. 3-4**

363-364—INDEPENDENT STUDY

Communication

350-09—INTERNATIONAL COMMUNICATION: POLITICS AND POLICY. This seminar examines the nature of information flows between nations, the issues raised by such communication, and the institutions involved and patterns evident in the resolution of policy differences. The course surveys the transfer of news and entertainment programming as well as financial, trade and other data across borders, and suggests a range of issues raised, such as the uses of information in foreign policy, the extension of cultural imperialism, corporate invasion of privacy, and incursions upon sovereignty and national security. In examining the resolution of such issues, the course analyzes how nations' power is distributed and utilized in international fora. **Kennedy. 4**

Economics

340—THE ECONOMICS OF THE PACIFIC RIM. A seminar involving discussion and individual papers on the economies of the Pacific Area, especially the High Performing East Asian Economies. Emphasis on individual research. Juniors and seniors only. Prerequisite: Econ. 201 and or 202 or permissions for non-majors. (Normally offered in the spring semester.) **Staff. 4**

History

232—TRADITIONAL EAST ASIAN CIVILIZATION. The civilizations of China and Japan from classical times to the nineteenth century. Topics treated: the unique staying power of the 2000-year tradition of

the Chinese dynastic state; the distinctive religious and scientific traditions that flourished under the scholar-official bureaucracy of imperial China; the Japanese samurai ideal, Japan's centralized feudalism, and lasting Japanese cultural monuments. (Normally offered in the spring.) **Keenan. 4**

233—MODERN EAST ASIAN CIVILIZATION. Beginning from an insider's view of how both prince and peasant saw the world around them before the encroachment of the West, this course analyzes the modern transformation of East Asia. Topics include: the conflict of Sinocentrism and modern nationalism in the Chinese revolution, the Japanese road to Pearl Harbor, and the significance of the Korean War in East Asia. (Normally offered in the fall.) **Keenan. 4**

326—THE CONFUCIAN CLASSICS. An examination of the basic texts of the East Asian cultural tradition that define human nature, and what it is to be moral. The canon of Confucian classics has probably been the most influential in world history. They still provide the modern ground of discourse for the Chinese, Vietnamese, Korean, and Japanese peoples. Tutorial discussion of personal journals, and class discussions centered on personal reactions to the texts place individualized learning at the heart of this seminar. (Normally offered in the fall.) **Keenan. 4**

327—THE MODERN FATE OF CONFUCIAN CHINA. This course compares China's first westernization movement in the 1870s with the opening to the west in the People's Republic of China from the 1970s to the present. Both reform movements take place in non-capitalist Chinese economic and political orders, yet were committed to internalizing aspects of foreign capitalist society. The successes and failures of the first movement will shed light on the second movement that is still continuing. **Keenan. 4**

328—VIETNAM AT WAR. Beginning with the clash of dynastic order and French colonialism in the nineteenth century, the course will examine the genesis of Vietnamese nationalism, and the nature and consequences of the Vietnamese struggle for national liberation. Post-WWII warfare will be studied in the context of the larger Cold War, including the rise of communism in China, and the Korean War. (Normally offered in the spring.) **Keenan. 4**

Political Science

325—POLITICS OF SOUTHEAST ASIA. This course is a survey of the politics of modern Southeast Asian countries. In addition to introducing the modern political history of the region in detail, the course will introduce basic concepts of comparative politics and political economy, and apply these to the region. No prior knowledge of the region, or of political science, is required. Students are expected to read and think critically, and to undertake independent library research. **Pletcher.4**

Religion

216—RELIGIONS OF CHINA AND JAPAN. This course explores the basic teachings and historical development of the most influential religious traditions and schools of thought in East Asia, including Confucianism, Taoism, Buddhism and Shinto. Attention is given to classical texts, popular practice and the recent impact of Western culture on East Asian religion. (Normally offered in the spring.)**Cort. 4**

233—BUDDHISM. An historical and thematic survey of the Buddhist tradition from the time of Siddhartha Gautama, the Buddha, until the present. Emphasis upon the ways in which Buddhist teachings and practices have interacted with and been changed by various cultures in Asia, and more recently in North America. **Cort. 4**

Economics

Faculty

Associate Professor Ross M. LaRoe, Chair

Professors Robin L. Bartlett, Sohrab Behdad, Paul G. King, Richard L. Lucier, Timothy I. Miller; Associate Professor Ross M LaRoe; Assistant Professors David Boyd, Laura Boyd, Theodore A. Burczak.

Departmental Guidelines

The purpose of the Economics major is to develop students' ability "to think like economists." Courses introduce students to a core body of economic knowledge and to research skills. The core body of knowledge is divided into six broad categories: economic theory, econometrics, economic institutions and history, economic literature, economic applications and policy issues, and empirical economics. In addition to exposing students to this core, the structure and content of our courses enable students to develop particular skills that will help them use this knowledge to think analytically and creatively about the complex economic issues facing our global economy.

The content of our curriculum is tiered. In introductory courses students learn the basic principles of economics. In intermediate courses students develop their understanding of microeconomic, macroeconomic, and econometric theory. The advanced courses give students an opportunity to study in depth a particular field of economics through application of the requisite basic skills, theoretical and empirical background. These courses primarily focus on national and international concerns, public policies, and controversies in economic theory and policy.

The structure of our curriculum is such that intermediate and many advanced courses are accompanied by a laboratory course. The laboratory course not only reinforces the material students are learning in the traditional course with active learning exercises, but also further develops basic empirical and research skills. In conjunction with the traditional courses, the laboratory courses develop critical judgment, analytical, mathematical, computational, communication, and creativity skills.

Graduates of the Department of Economics seeking immediate employment have been successful in securing interesting and challenging positions in business, government, and non-profit enterprises. The economics curriculum also provides students with the opportunity to prepare themselves for graduate or professional studies in economics, business, public administration, international affairs, and law.

Major Requirements

All economics majors must complete a minimum of seven four-credit economics courses and four one-credit laboratory courses.The course must satisfy the following requirements:

Core Requirements

All students must take:
Principles and Problems (190, 4 credits)
Intermediate Macroeconomic Theory (201, 4 credits)
Intermediate Macroeconomics Laboratory (201, 1 credit)
Intermediate Microeconomic Theory (202, 4 credits)
Intermediate Microeconomics Laboratory (202, 1 credit)
Econometrics (207, 4 credits)
Econometrics Laboratory (207, 1 credit)

Students wanting to major in economics must have completed the above courses by the end of their junior year.

Advanced Course Requirements:

In addition to the above, all students must take at least three courses chosen from the 301-340 sequence or at the 440 level. At least one of those courses must have an associated laboratory.

Combined Major in Mathematical Sciences and Economics

A student interested in quantitative aspects of economics who wishes to work for advanced degrees in Business or Economics with a strong Mathematical Sciences background may elect this combined major. Requirements are Mathematical Sciences 123, 124, 222, 231, 171, 341 and any one course chosen from 342, 331, 351, 356; Economics 190, 201, 202, 207, 332 and one additional course chosen from the Economics 301-340 sequence or 440.

Philosophy, Politics and Economics

The Economics Department participates in the interdepartmental major in Philosophy, Politics and Economics. Details about this program can be found on page 131.

International Studies Concentration

Students majoring in economics may choose to participate in the International Studies Concentration (see page 105 for details). Economics majors wishing to participate in the Concentration are expected to fulfill the following specific requirements in addition to the basic requirements for the Concentration:

1. In fulfilling requirement "c" for the Concentration, the student will select a course from a list of culture/history/area study courses created in consultation with the faculty adviser.
2. Students must fulfill requirement "d" for the Concentration by taking a political economy course offered by a department other than Economics.
3. Students must fulfill requirement "e" for the Concentration by taking two additional courses from the Economics 301-340 sequence or 440 beyond the three courses required for majors. That is, each economics major with an IS Concentration must take a total of five economics courses at the 301-340 or 440

level. Three of these courses must be chosen from:
Comparative Economic Systems (314)
International Trade (323)
Economic Development of the Third World (312), or
International Finance (313).

With the approval of their faculty adviser, students may use one seminar (Economics 340) with an international orientation in place of one of the required courses. In any case, two of the advanced courses chosen to fulfill the Concentration requirements must have associated laboratories.

Minor Requirements

The Economics minor is meant to provide a basic grounding in economics for students majoring in other fields. It is hoped that students will make a conscious effort to relate the minor to their major field. Minors must take the following courses: 190, 201, 202, 301 and one additional course from the 301-340 sequence or 440.

Course Offerings

NOTE: In order to receive credit, students must register for both the four credit course and the one credit laboratory course where that is applicable.

Introductory Courses

149—ACCOUNTING SURVEY. A survey designed specifically for liberal arts students interested in Business, Economics, Law, and Government. The meaning, purpose, and function of accounting in business are presented through studying the concepts and theories of accounting. Basic accounting procedures covered in this course include journalizing transactions, posting, trial balances, adjusting entries, and preparation of financial statements. Other topics include internal control, inventory methods, depreciation, and generally accepted accounting principles. The course focuses on the sole proprietorship, partnership and corporate forms of business organization. Course credit may not be counted toward a major in Economics. **Staff. 4**

150—ISSUES IN THE AMERICAN ECONOMIC SYSTEM. This course is a study of contemporary issues in the American economy. Students will be introduced to the mode of reasoning in economics and will become familiar with the analysis of production in a market economy. This is to provide students with a frame of analysis for critical understanding of the nature of economic issues and the debates that surround these issues. The topics of exploration may include market structure, competition and consumer sovereignty; labor and labor organizations, economic inequality, poverty and discrimination; environmental decay and control; government intervention in the market; unemployment, recession and inflation; budget deficit and national debt; the position of the U.S. in the world economy. This course fulfills the General Education requirement in American Social Institutions. Offered irregularly. **Staff. 4**

190—PRINCIPLES AND PROBLEMS. A survey of the field of Economics, with a balance of description, analysis, and policy. The purpose of the semester's work is to provide the student with an understanding of crucial economic concepts which are required to analyze a variety of economic problems, and to offer a chance to use these tools in discussing some of these problems. This is the first course for the major and is prerequisite for ALL intermediate and advanced economics courses. It will also fulfill the Social Inquiry General Education requirement. There is no prerequisite, but students who take Economics 150 may later take Economics 190. This course will be more technical and devoted to model building than the 150 course. **Staff. 4**

199—INTRODUCTORY TOPICS IN ECONOMICS. A general category used only in the evaluation of transfer credit.

Intermediate Level Courses

201—INTERMEDIATE MACROECONOMIC ANALYSIS. An examination of the determinants of Gross Domestic Product, the unemployment rate, and the price level. The components of aggregate spending – consumption, investment, foreign trade and government – will be examined to determine their significance for explaining the business cycle. Similarly the financial side of the economy and the role of money will be examined to determine their impact on the business cycle. The purpose of each examination is to understand the factors that move the economy and how fiscal and monetary policy can be used to alter the course of economic trends.

The lab that accompanies this course is comprised of computer exercises and simulations. The computer exercises give students the opportunity to examine trends in economic data, run experiments, and to discover association between variables. The three simulations of the Council of Economic Advisers give students the opportunity to use the theory they are learning in class and in the lab to judge the appropriateness of fiscal and monetary policy. Prerequisite: 190.

Bartlett, Burczak, Miller, King. 4

201—INTERMEDIATE MACROECONOMIC LABORATORY. **Bartlett, Burczak, Miller, King. 1**

202—INTERMEDIATE MICROECONOMIC ANALYSIS. An examination of the basic assumptions and methods of analysis employed in microeconomic theory, including demand analysis, production and cost relationships, market structures, distribution theory, general equilibrium, and welfare economics. Prerequisite: 190. **D. Boyd, L. Boyd, LaRoe, Lucier. 4**

202—INTERMEDIATE MICROECONOMIC LABORATORY. **D. Boyd, L. Boyd, LaRoe, Lucier. 1**

207—ECONOMETRICS. An essential activity in any science is the systematic testing of theory against fact. Economics is no exception. This course develops and uses the statistical techniques that are essential for the analysis of economic problems. These techniques allow for testing of hypotheses, estimating magnitudes, and prediction. Prerequisites: 201 and 202. **L. Boyd, Miller. 4**

207—ECONOMETRICS LABORATORY. **L. Boyd, Miller. 1**

299—INTERMEDIATE TOPICS IN ECONOMICS. A general category used only in the evaluation of transfer credit.

Advanced Courses

The following courses have *either* Economics 201 *or* 202 as prerequisites:

301—ECONOMIC CONTROVERSIES AND THE EVOLUTION OF ECONOMIC THOUGHT. A critical inquiry into the historical foundations of present controversies in economics. Two sets of issues have been intertwined in the development of the present paradigms in economic theory. There have been social and ideological issues such as the power of the state and the limits of individual rights, social harmony and conflict, stability and change, and poverty and inequality. And there have been theoretical concerns about the nature and determinants of value, wages and prices, allocation of resources, distribution of social product, and the operation and efficiency of the market. In this course there is an attempt to better understand present controversies in economics by exploring the historical relation between socio-ideological issues and theoretical concerns within various schools of economic thought. Beginning with medieval times and continuing into the twentieth century, selected writing of the leading members of these schools of thought will be critically examined in the context of the historical and institutional conditions of their time. **Behdad, King, LaRoe. 4**

302—EVOLUTION OF THE WESTERN ECONOMY. History and analysis of economic growth and development in the so-called advanced countries, primarily Western Europe and the United States. Discussion centers on selected major topics since the rise of market economies with emphasis on the interpretation of these developments in light of contemporary economic theory and modern quantitative evidence. (Offered irregularly.) **LaRoe, Lucier. 4**

The following courses have Economics 201 as a prerequisite:

311—MONETARY THEORY. The role money plays in determining economic outcomes, such as the level of employment, the aggregate price level, and the rate of economic growth, is one of the more controversial issues in economics. To get a handle on these controversies, this course explores the institutional structure of the U.S. monetary system, including the Federal Reserve, the body charged with the conduct of U.S. monetary policy. Then, the course compares and contrasts different perspectives on the role money plays in economic activity (monetarist, Keynesian, Post Keynesian). The goal is to combine knowledge of the institutional structure of the U.S. monetary system with an understanding of the various theoretical perspectives on monetary theory in order to gain some insight into the difficult issues facing the conduct of successful monetary policy. This course builds towards simulated Federal Reserve Open Market Committee Meetings, in which students will form their own opinions about the influence monetary policy has on the rates of inflation, unemployment, economic growth, and the distribution of income. **Burczak.** 4

311—MONETARY THEORY LABORATORY. **Burczak.** 1

312—ECONOMIC DEVELOPMENT IN THE THIRD WORLD. A survey of the structure and problem of the underdeveloped economies, with particular emphasis on the major determinants of economic growth. Prerequisites: 201, 207, or consent. **Behdad, King.** 4

312—ECONOMIC DEVELOPMENT LABORATORY. **Behdad, King.** 1

313—INTERNATIONAL FINANCE. This course is a study of monetary interdependence among nations. The following topics will be explored: foreign exchange markets, international currency systems, national income determination in an open economy, balance of payments accounts and policies for their adjustments, exchange rate adjustments, exchange control, monetary problems of developed and underdeveloped countries, international capital flows. **Behdad, Lucier.** 4

313—INTERNATIONAL FINANCE LABORATORY. **Behdad, Lucier.** 1

314—COMPARATIVE ECONOMICS SYSTEMS. A study of alternate economic systems. A theoretical and operational study of economic systems as they exist in reality. (Offered irregularly.) **Burczak.** 4

The following courses have Economics 202 as a prerequisite.

321—PUBLIC FINANCE. A study of the impact of governmental taxation and expenditures on the economy. The economic rationale for the existence of the public sector is examined and the development, passage, and implementation of the federal budget is investigated. Issues such as welfare reform, the growth of entitlement programs, the financing of health care, and the theory and practice of taxation are studied. **LaRoe.** 4

322—INDUSTRIAL ORGANIZATION AND THE PUBLIC CONTROL OF BUSINESS. This course examines corporate decision making as a function of the competitive environment in which the firm operates. In addition to standard market structure theory, we examine a number of business practices including pricing and advertising policy, corporate strategic behavior, and horizontal and vertical mergers and acquisitions. The analysis is often mathematical, with a heavy emphasis on game theory. **D. Boyd.** 4

322—INDUSTRIAL ORGANIZATION LABORATORY. **D. Boyd.** 1

323—INTERNATIONAL TRADE. This course explores the pattern and problems of world trade. The main topics are: theories of international trade, tariffs and other trade barriers, international trade organizations, common markets and free trade areas, U.S. commercial policies, trade problems of developed and underdeveloped countries, east-west trade, international migration of labor. **Behdad, Lucier.** 4

323—INTERNATIONAL TRADE LABORATORY. **Behdad, Lucier.** 1

324—LABOR ECONOMICS. This course develops the orthodox theory of labor economics: wage determination and resource allocation under different market conditions (pure competition, monopoly

and monopsony). Other topics include: worker alienation, labor unions, and the Soviet labor economy. The course also deals with the great controversies of labor economics such as the challenge research on discrimination has posed to orthodox wage theory. **L. Boyd. 4**

324—LABOR ECONOMICS LABORATORY. **L. Boyd. 1**

325—ECONOMICS OF OPPRESSED GROUPS. These courses focus on the origins, nature, and consequences of oppression based upon race/ethnicity or gender. For example, Women in the Labor Force focuses on recent trends in U.S. Women's labor force participation, occupational and industrial distribution, and earnings. Observed differentials between male and female workers will be examined from a variety of perspectives — from the conservative and liberal to the radical. Students will have the opportunity to develop their own understanding of these trends in a co-operative group learning classroom.

The lab that accompanies this course is unique in that students will develop a legal brief on the economic worth of another student in the class. Each week students are required to turn in a two-page report that will be graded and returned to be used as a portion of a larger ten-page legal brief. Students will learn how to collect relevant data, to develop worksheets and charts on computers, and to write a legal brief. **Bartlett, King, Miller. 4**

325—ECONOMICS OF OPPRESSED GROUPS LABORATORY **Bartlett, King, Miller. 1**

326—URBAN AND REGIONAL ECONOMIC DEVELOPMENT. This course will introduce, develop and analyze the types of and importance of the linkage between the regional economies and their urban subsystems. The topics to be developed include the economic variables which may be used to explain differential rates of economic change in selected regions and the impact of such changes on the pattern of economic growth and the quality of life in urban or metropolitan areas. (Offered irregularly.) **LaRoe. 4**

The following courses have *both* Economics 201 *and* 202 as prerequisites:

332—MATHEMATICAL ECONOMICS. The development of economic analysis has a considerable mathematical content. This course will treat the mathematical exposition of the economic laws, principles, and relations that arise in the process of developing economic analysis. **Miller, D. Boyd. 4**

332—MATHEMATICAL ECONOMICS LABORATORY. **Miller, D. Boyd. 1**

Additional Courses

340—TOPICAL SEMINARS IN ECONOMICS. Open to advanced students with the consent of the instructor. These courses will involve the preparation of a research paper and be offered in a variety of applied economic fields. **Staff. 4**

361-362—DIRECTED STUDY. **Staff. 3**

363-364—INDEPENDENT STUDY. **Staff. 3**

399—ADVANCED TOPICS IN ECONOMICS. A general category used only in the evaluation of transfer credit.

440—ADVANCED THEORY SEMINARS. Open to advanced students interested in further exploration and development of various aspects of economic theory. Prerequisites will be determined by individual instructors. **Staff. 4**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Education

Associate Professor Lyn Robertson, Chair

Assistant Professor Karen Graves

Major in Education

The Department of Education emphasizes the relationship between schooling and society and the analysis of teaching and learning in interdisciplinary terms. The student majoring in Education is seeking teacher certification and also majors in another discipline which, under most circumstances, is her or his teaching field.

Departmental Guidelines

Denison University is approved by the State of Ohio Board of Education for the preparation of teachers for the Ohio Provisional High School Certificate (grades 7-12) in most academic subjects and the Ohio Provisional Special Certificate (grades K-12) in Computer Science, Health Education, French, German, Spanish, Physical Education, and Visual Art.

It is also possible for the student interested in elementary education or some area of special education to take appropriate work at some other institution and transfer up to 31 semester hours for application toward a Denison degree. The work proposed must represent a purposeful pattern of preparation for certification in one of those fields and must be approved in advance by the Committee on Teacher Education. Total fulfillment of certification requirements in elementary education or special education probably could not be achieved in the normal four-year period.

A student preparing for teacher certification may qualify for any of the degrees described in the Plan of Study section in the catalog. With certain exceptions, the departmental major can be utilized as a teaching field.

Early consultation with a member of the Department of Education is important and will facilitate the planning necessary to meet the requirements for certification in most states. It is the student's responsibility, however, to communicate with the Department of Education in any state other than Ohio for the purpose of meeting that state's requirements for certification.

Enrollment in the Teacher Education Program

Official enrollment in the teacher education program must be approved by the Committee on Teacher Education. Application should be made as soon as possible after the first semester of the first year. Criteria utilized by the Committee for full approval in the program relate to both personal and academic qualifications. For the latter, the guidelines applied are a 2.50 cumulative grade-point average and a 3.00 in the applicant's major teaching field. More specific information about the former can be obtained at the Department of Education office.

Certification for Teaching

Requirements for certification to teach in the secondary school (grades 7-12) and in grades K-12 (in the aforementioned fields) in Ohio and in many other states may be met by completing prescribed course work in general education, professional education, one or more teaching fields (normally the academic major[s]), and by completing required clinical and field experiences.

The general education requirement of 30 semester hours is fulfilled by completing Denison's General Education program.

The professional education course requirements are Ed. 213, 250, 390 or 391, 310 (K-12 certification only), 312, 410, and 415.

The teaching field normally coincides with the student's academic major at Denison.

A total of approximately 175 clock hours of field and clinical experience are included in the requirements of Ed. 213, 250, 312, 390 and 410, and, for students completing requirements for Special Certificates (K-12), Ed. 310 provides 30 more such hours. One hundred additional hours are completed in a May Term or a three-semester hour field experience, and the remaining 25 hours are fulfilled through elective field experiences.

Professional Semester

The professional semester, which includes student teaching, normally is the second semester of the senior year. Two plans are available which provide for the option of taking either Ed. 390 or 391 (see above).

Plan 1

Ed. 391, "Critical Issues and Instructional Practice"
Ed. 410, "General & Special Methods of Teaching"
Ed. 415, "Student Teaching"

Plan 2

Ed. 410, "General & Special Methods of Teaching"
Optional Elective (May be Senior Research, Honors, or a directed study. However, students must be free for full-time teaching during Ed. 415, "Student Teaching.")

The Ninth Semester Plan for Student Teaching

(For graduates of Denison only)

The Teacher Education program at Denison University is planned so that most students can complete it within four years. Students who are early in making the decision to earn a teaching certificate usually encounter few difficulties in scheduling the necessary courses and field experiences. Students who make the decision as late as their junior year may not have enough time left to complete the requirements for teacher certification. In order to make it possible for such students to meet these requirements, the following plan is available. Note that it is not a substitute for our four-year program leading toward certification; it augments that program and makes it more flexible for those who need more time.

With the approval of the Teacher Education Committee, students who graduate from Denison having completed all requirements for teacher certification, with the exception of the ten-week student teaching experience, are eligible to return

during the fall or spring of the next academic year to do their student teaching. The tuition for the ten-week student teaching experience is $1,000.

Post-Bachelor's Teacher Certification Program

With the approval of the Teacher Education Committee, students who have graduated from Denison or other institutions with a bachelor's degree may enroll in a two-semester sequence leading to teacher certification. Information concerning this program may be obtained in the Department of Education. Tuition for the two semesters is one-half the normal tuition. If a situation arises in which a student already has completed some of the requirements (and therefore, does not need a full-year program), the tuition can be prorated.

Students participating in the ninth semester plan or one-year program are not required to live in college housing or use the college food plan, although they might be permitted to do so if space in either area is available.

Transportation

Classroom observation, participation, and teaching assignments are made in the various schools of Granville, Heath, Newark, Licking County and Columbus. While the Department of Education seeks to utilize available student automobiles when scheduling such experiences, on occasions where this is not possible, the responsibility for transportation rests with the student.

Course Offerings

199—INTRODUCTORY TOPICS IN EDUCATION. A general category used only in the evaluation of transfer credit.

213—THE U.S. EDUCATION SYSTEM. Students will develop a thorough and systematic understanding of the development of education and schooling in the United States. Relationships between school and society will be analyzed from both an historical and a contemporary perspective in a cross-disciplinary approach that relies on historical, philosophical, sociological and economic literature. Themes include the connection between liberty and literacy, centralized versus local control of schools, expansion of schooling, inequalities in schooling, and the differentiated curriculum. Sixteen hours of clinical and field experience will be scheduled during the semester in a variety of settings. **Graves. 4**

229—WOMEN AND MINORITIES: THE EDUCATIONAL DILEMMA. Students will gain an understanding of how discrimination against women and minorities in the educational setting has been a source of many inequities in our society, both past and present. Paradoxically, women and minorities have made unique and important contributions to this system which has not always served them well. An analysis will be made of the contributions of these groups to all levels of education throughout our history. The course will also investigate the extent to which the institution of education has adapted to women and minorities and, in turn, been influenced by them in their various capacities as students, teachers, administrators, parents and special interest groups. In addition to learning in a discussion mode, class activities will include group work and field study. (First semester.) **Robertson. 4**

250—THE LEARNER AND THE TEACHER. This course examines the learning-teaching process from philosophical and psychological perspectives. Readings include the educational treatises of Plato, Isocrates, Rousseau, Wollstonecraft, Dewey and Martin. Also, theories of behavioral, cognitive and humanistic psychology are addressed. This course includes a three-hour commitment each week to an area school classroom. The student will complete a variety of activites that focus on the teacher, the learner and the learning-teaching process, using the school experience as a "laboratory" to gather primary sources of information. Prerequisite: Psychology 100. **Graves. 4**

299—INTERMEDIATE TOPICS IN EDUCATION. A general category used only in the evaluation of transfer credit.

310—TEACHING IN THE ELEMENTARY SCHOOL. This course will explore the goals and aims of elementary education and examine prevailing curricular programs and materials in the elementary grades. Various patterns for organizing and staffing elementary schools will be studied with attention directed toward important considerations, methods, and techniques for teaching elementary age children. To supplement the campus classroom work, students will be assigned two hours a week of field experience working with a teacher in an elementary school setting. Additionally, ten hours of tutorial instruction on the curriculum, resources, and methods of the student's special teaching field are required. Open only to students completing requirements for Special Certificates (K-12). (First semester) **Staff. 3**

312—TEACHING READING AND WRITING IN THE CONTENT FIELDS. The purpose of this course is to help teachers improve their students' performance in their subject fields by using reading and writing processes. Emphasis is on theories of reading and writing, on approaches for solving problems related to these processes, and on teaching students to read and write critically. The course includes a 30-hour commitment to a field experience in an area school classroom and is a prerequisite for the professional semester. (First semester) **Robertson. 4**

345-346—SPECIAL PROBLEMS. Independent study or seminar work on selected topics under the guidance of staff members. Prerequisite: Consent of chairperson. **Staff. 2-4**

361-362—DIRECTED STUDY. **Staff. 3**

363-364—INDEPENDENT STUDY.

390—CRITICAL ISSUES IN U.S. EDUCATION. In its examination of current critical issues in U.S. education, the central concern throughout this course is the relationship between school and society. Readings are drawn from history, the social sciences and philosophy. Particular attention is given to critical and feminist pedagogies. Among the issues discussed are reform movements, school funding, bilingual programs, gender equity, urban schooling and multicultural education. This course includes a two-hour commitment each week to social service agencies. **Graves, Robertson. 4**

391—CRITICAL ISSUES AND INSTRUCTIONAL PRACTICE. Similar in content to Education 390, this course seeks to bridge the gap between theory and practice. In seminar format, students share with the instructor significant responsibility for the preparation of materials and the leading of discussion. Not open to students who have completed Ed. 390. **Robertson. 3**

399—ADVANCED TOPICS IN EDUCATION. A general category used only in the evaluation of transfer credit.

410—GENERAL AND SPECIAL METHODS OF TEACHING. A study of procedures and activities employed in teaching, including planning, teaching strategies, use of educational media, and evaluating. Students will perform teaching episodes to aid in their development of teaching skills. In addition to the classwork, all students are scheduled for a daily two hour observation-participation experience in area schools. A special focus of this part of the course is to permit students to work with teachers in their subject areas in order to learn about the objectives, materials, resources, and special methodologies appropriate to each student's own teaching field. Prerequisite: 213, 250, 312, 390 or 391. (Second semester) **Graves. 3**

415—STUDENT TEACHING. Eligibility contingent upon approval of the Teacher Education Committee (see Enrollment in the Teacher Education Program) and acceptance by the school to which assigned. A full-time commitment to the school will be expected, during which the student will teach at least four classes and perform other duties normally associated with the teaching profession. A seminar is held each week for all student teachers. Prerequisites: 213, 250, 312,390 or 391 and 410. (Second semester) **Robertson, Graves. 10**

Educational Studies

Lyn Robertson, Coordinator

Individual staff members from the Departments of Education, Philosophy, Psychology, Sociology/Anthropology, and Communication.

Guidelines

The interdepartmental major and minor in Educational Studies are designed to teach participants about important educational issues in our society and to provide the background for service or careers in non-school settings.

The major might be especially appropriate for the person with a broad interest in educational matters or in educational departments of hospitals, correctional institutions, museums, zoos, mental institutions, and churches. The minor could be accompanied by a departmental major in one of the disciplines with an obvious relationship to a particular career, e.g., biology and outdoor education, or art history and museum education.

Neither program is intended to have a narrow vocational focus. Rather, both are designed with the recognition that the liberal arts can be related to the "real world" of informed citizenship as well as provide the context within which numerous careers in education are developed.

Major in Educational Studies

The major requires a minimum of 32 semester hours of credit, including a core of 22 semester-hours distributed among several departments. A concentration of at least four courses must be completed in either the Department of Psychology, Sociology/Anthropology, or Communication. Additional courses may be chosen from Education and Philosophy in consultation with the Coordinator. Supplementing formal coursework are a required non-credit media workshop and an appropriate internship (e.g., May Term, summer job). Four or more courses taken for the major must be at the 300 or 400 level. Required core courses are the following:

Education 250, "The Learner and the Teacher" (4 sem. hrs.)
Education 390, "Critical Issues in U.S. Education" (4 sem. hrs.)
Psychology 330, "Cognitive Psychology" (4 sem. hrs.)
Psychology 331, "Research in Cognitive Psychology" (2 sem. hrs.)
Sociology/Anthropology 214, "American Society" (4 sem. hrs.)
Communication 224, "Interpersonal Communication" (4 sem. hrs.)
Internship in Educational Services (May Term or other approved activity)
Workshop in Selection and Use of Media (approximately 4 clock-hours)

Minor in Educational Studies

Requirements for the minor are similar to those for the major but are less extensive. Students must complete a minimum of 22 semester hours of course work. This includes a required core of 16 semester hours. The non-credit media workshop and internship apply to the minor as well as the major. Required core courses are the following:

Education 250, "The Learner and the Teacher" (4 sem. hrs.)
Education 390, "Critical Issues in U.S. Education" (4 sem. hrs.)
Sociology/Anthropology 214, "American Society" (4 sem. hrs.)
Communication 224, "Interpersonal Communication" (4 sem. hrs.)
Internship in Educational Services (May Term or other approved activity)
Workshop in Selection and Use of Media (approximately 4 clock-hours)

English

Professor Desmond Hamlet, Chair

Professors Desmond Hamlet, Quentin G. Kraft, John N. Miller, William W. Nichols, Anne Shaver; Associate Professors David Baker, Kirk Combe, James P. Davis, Richard A. Hood, Lisa J. McDonnell, Dennis Read, Sandra Runzo; Assistant Professors Mathew Chacko, Linda Krumholz, Fred Porcheddu, Ann Townsend, Christopher R. Zenowich; Poet-in-Residence Paul L. Bennett

Departmental Guidelines

The English curriculum is intended to serve the general needs of the liberal arts student, and at the same time provide coherent programs for the more specialized needs of students who wish to major in literature or in writing. Of interest to all students are the opportunities made possible by the endowed Harriet Ewens Beck Fund, which has brought such writers as Eudora Welty, Ernest Gaines, Alice Walker, Galway Kinnell, Tom Stoppard, Louise Erdrich, Carolyn Forche, and Mark Strand for visits or short residencies each year.

The English Major

To major in English, all students must take a minimum of nine courses in the department, excluding FS101. Three of these will be English 213, 214, and 230, to be taken preferably in the first and second years. A fourth will be English 400, the senior seminar. Of the remaining five courses, three must be at the 300 or 400 level. Beginning with the Class of 1995, one 300-level course must focus on literature before 1900. Senior Research and Honors projects are the equivalent of upper division courses.

The Writing Concentration

To major in English as writers, students must take the same number of courses (9), the same four required courses (213, 214, 230 and 400), English 237, and at least three courses at the 300 level, including one 300-level writing course and a two-semester senior project.

All writing courses conducted as workshops assume that each student will participate both as a writer and as a responsible critic of the writing of others. A student majoring in writing should not enroll for more than one writing course per semester.

The English Minor

To minor in English, students must take English 213, 214, and 230, and three

additional courses, two at the 300 or 400 level. The senior seminar may be elected as one of these.

Special Courses for Teacher Certification in English

In addition to the required literature courses for the major or minor, a student who is preparing to teach English in secondary schools should include in his or her courses for certification: either 237 or 384, 346 (or approved equivalent), and 215.

Course Offerings

FS101—WORDS AND IDEAS. The primary goal of this course will be to develop the reading and writing abilities of entering students. Attention will be given to the relationship between careful reading, critical reasoning, and effective writing. Course requirements will include a library assignment and special attention will be given to the research skills needed to complete it. All sections will include some common readings, including at least one classic work.

199—INTRODUCTORY TOPICS IN ENGLISH. A general category used only in the evaluation of transfer credit.

200—THE LITERARY IMAGINATION. An introduction to literary types, this course will emphasize close interpretive reading of poetry, fiction, and drama. We will study how literature works as well as what it says. Open to all students as a first course in literature. **Staff. 4**

201—EXPOSITORY WRITING. This is a second course in essay writing open to students who have completed or placed out of F.S. 101. Students will review the basic skills of organization and development, then concentrate on mastering styles appropriate to their own academic or personal needs. **Staff. 4**

210—STUDIES IN LITERATURE. An intensive study of selected writers, works, literary genres, or themes. May be taken more than once for credit. **Staff. 4**

213—BRITISH LITERATURE FROM BEOWULF TO DRYDEN. This historical view of the first ten centuries of British literature surveys the epic from *Beowulf* to *Paradise Lost,* drama from the Middle Ages through the Restoration, and poetry and poetic theory as they develop over time. Authors will include Chaucer, the *Pearl* poet, Shakespeare, Donne, Milton, Dryden, and such writers as Wroth, Kempe and Behn. **Staff. 4**

214—BRITISH LITERATURE FROM SWIFT TO HARDY. This historical view of major trends in British literature from 1700 to about 1900 surveys the development of poetry from the Age of Enlightenment through the Romantic and Victorian eras and also includes 18th Century drama, representative fiction and important essays. Among the authors taught will be Pope, Johnson, Swift, selected Romantic poets, Tennyson, Browning, Arnold. The course will include no more than three representative novelists, such as Austen, the Brontes, Dickens, Eliot, or Hardy. **Staff. 4**

215—SHAKESPEARE. A study of the principal plays. **Staff. 4**

218—THE BIBLE AS LITERATURE. A comparative literature approach to about half of the books of the Old and New Testaments in a modern reader's form of the King James translation with emphasis on story content and poetic idioms. **Staff. 4**

219—MODERN BRITISH AND AMERICAN POETRY. A study of selected works by modern poets such as Hardy, Yeats, Eliot, Stevens, H.D., Moore, Auden, Plath, and Brooks, with some attention to various schools and movements such poets represent. **Staff. 4**

220—MODERN BRITISH AND AMERICAN FICTION. Selected works by Conrad, Joyce, Woolf, Lawrence, Forster, Wharton, Hemingway, Fitzgerald, Wright, Faulkner, Welty, Ellison, and several other 20th century writers of fiction. **Staff. 4**

225—WOMEN IN LITERATURE. Selected works by and about women, literature which explores

women's traditional as well as changing roles and examines the many facets of women's unique position, experience, and perspective on the world. Our goal is a more accurate understanding of the behavior and experiences of men and women and the implications of sex and gender to our art and in our lives. **Staff. 4**

230—AMERICAN LITERATURE BEFORE 1900. This survey of American literature before 1900 will include works by representative women, Black, and Native American writers, by Emerson or Thoreau, and by Hawthorne, Melville, Whitman, Dickinson and Twain. **Staff. 4**

237—CREATIVE WRITING. An introductory course in the writing of fiction and poetry. The first part of the term consists of reading in both genres and assigned exercises in technical elements such as description, imagery, dialogue, characterization, and point of view; during the second part students may concentrate on writing in the genre or genres of their choice. **Staff. 4**

240—THE MODERN DRAMA. A study of drama from Ibsen to the present, with emphasis upon the works of British and American playwrights. **Staff. 4**

245—HUMAN DIVERSITY THROUGH LITERATURE. A study of selected works by and about bisexual, gay, and lesbian people, literature which explores the changing position and concerns of homosexual individuals and communities in the 20th century. Our goal is a more accurate understanding of the particular experiences, perspectives, and behaviors of lesbians, gay men, and bisexuals and also of the implication of sex and gender to the art and lives of all people today. Individual sections of the course may sometimes focus entirely on men, sometimes on women, sometimes on the whole community. **Staff. 4**

255—ETHNIC LITERATURE. An introductory study of Black, Hispanic, Native American, Asian American, and Jewish literature in America, emphasizing the modern period. **Staff. 4**

259—ORAL TRADITION AND FOLK IMAGINATION. An inquiry into the methodology of folklore study and an examination of the folk idiom in the Afro-American experience, its tragedy and comedy, pathos and humor, blues and soul. **Staff. 4**

291—NATURE AND THE LITERARY IMAGINATION. We will explore several questions about humanity's relationship with the rest of nature, working with a range of writers from various fields including literature and science. **Staff. 4**

298—THE LITERATURE OF PLACE: In and Around London. We will read from a variety of texts — old and new, prose, poetry and drama — all drawn from works of literature that seem relevant to a particular environment. The course will consist of reading, talking, writing and hearing about those texts, particularly as the idea of place contributes to their effect as works of literature. In May there will be an optional summer seminar which will make it possible for participants to visit the places themselves. The summer seminar will carry two hours of academic credit and will be evaluated separately. **Staff. 4**

299—INTERMEDIATE TOPICS IN ENGLISH. A general category used only in the evaluation of transfer credit.

310—STUDIES IN LITERATURE. An intensive study of selected writers, works, literary genres, or themes. May be taken more than once for credit. **Staff. 4**

314—THE ART OF THE MODERN SHORT STORY. The course will involve close reading of short stories from Chekhov to the present and will focus on the techniques of the short story form, emphasizing its special ways of achieving the poetic effects that make it a separate genre and not merely a shorter version of the novel. **Staff. 4**

325—AFRICAN-AMERICAN WOMEN'S LITERATURE. This course focuses on the literary, cultural, and oral traditions of 20th century African-American women writers. (Not offered 1996-97) **Staff. 4**

326—NATIVE AMERICAN LITERATURE. This course focuses on literature written by Native Americans in the 20th century with attention to literary and cultural traditions such as the oral tradition and the sense of place. **Staff. 4**

340—CONTEMPORARY DRAMA. British and American drama from 1956 to the present. **Staff. 4**

341—STUDIES IN THE ENGLISH NOVEL. Selected works by such writers as DeFoe, Richardson, Fielding, Sterne, Austen, Emily Bronte. (Not offered 1996-97)

342—STUDIES IN THE CONTEMPORARY NOVEL. Selected works by some major writers of the 40's and contemporary novelists such as Graham Greene, John Hawkes, John Updike, John Barth, John Fowles, Doris Lessing, Saul Bellow, Margaret Atwood, and Toni Morrison. (Not offered 1996-97) **Staff. 4**

343—STUDIES IN CONTEMPORARY POETRY. A study of selected works of major and representative poets since 1945, such as Robert Lowell, Anne Sexton, James Wright and Robert Hayden; significant movements, such as Confessionalism, Deep Imagery, Beat Poetry and movements informed by issues of race, gender, politics; and basic theories of contemporary poetics. **Staff. 4**

346—THE ENGLISH LANGUAGE. A study of the language and its development. (Not offered 1996-97) **Staff. 4**

349—STUDIES IN EUROPEAN LITERATURE. Selected complete works in translation from Dante through Cervantes, Moliere, Goethe to Ibsen and Tolstoy. (Not offered 1996-97) **Staff. 4**

355—THE HARLEM RENAISSANCE. Analyzes the interrelationship between the cultural phenomenon of the Harlem Renaissance and the general social, economic, and political conditions of the era, particularly as such conditions helped shape the development and the ultimate consequences of the Renaissance. (Not offered 1996-97) **Staff. 4**

356—THE NARRATIVE OF BLACK AMERICA. A literary study of representative samples of Black literature ranging from slave narratives to contemporary Black fiction. (Not offered 1996-97) **Staff. 4**

357—POSTCOLONIAL LITERATURE AND CRITICISM. A survey of the literature of Latin America, South America, Africa, and the Caribbean; organized under the rubric of the "Black Aesthetic," and illustrative of both the particularity and universality of the human condition. **Staff. 4**

361-362—DIRECTED STUDY. Offers the student an opportunity to develop, with the help of an interested professor, a special program of study in a given topic for one semester. **Staff. 3-4**

363-364—INDEPENDENT STUDY. **Staff. 3**

365—STUDIES IN MEDIEVAL AND RENAISSANCE LITERATURE. Selections of poetry and prose from the high Middle Ages through the English Civil War. **Staff. 4**

366—STUDIES IN SEVENTEENTH AND EIGHTEENTH CENTURY BRITISH LITERATURE. The poetry, prose, and drama of the Restoration from the Civil War through the end of the 18th century. **Staff. 4**

367—STUDIES IN ROMANTIC AND VICTORIAN LITERATURE. Selected works from the writings of Romantic and Victorian authors, emphasis on poetry and nonfictional prose. (Not offered 1996-97) **Staff. 4**

368—STUDIES IN NINETEENTH CENTURY AMERICAN LITERATURE. This course will focus intensively on works from the American Literary Renaissance, as well as later American works in the nineteenth century. There will be an emphasis on close reading and on relating the literary works to important cultural developments of the period. (Not offered 1996-97) **Staff. 4**

369—STUDIES IN EARLY AMERICAN LITERATURE. A study of the writing of early America. Readings could range from early Native American texts, through Puritanism and Deism, the Revolutionary War, to the beginnings of American drama, fiction, Romanticism. (Not offered 1996-97) **Staff. 4**

371—CHAUCER. The central concerns of the course are *Troilus and Criseyde* and *The Canterbury Tales*. (Not offered 1996-97) **Staff. 4**

374—MILTON. A study of *Paradise Lost* and selected shorter poems. (Not offered 1996-97) **Staff. 4**

375—RESTORATION AND 18th CENTURY DRAMA. A study of the staging, production, acting and sociopolitical context of early modern British and American drama. (Not offered 1996-97) **Staff. 4**

379—LITERARY CRITICISM. The theory of literature, its criticism and scholarship. This course may also fulfill the English 400 requirement. **Staff. 4**

383—NARRATIVE WRITING. A workshop course in fiction writing. Requires wide reading in contemporary fiction and approximately 15,000 words of prose. **Staff. 4**

384—ESSAY AND ARTICLE WRITING. A workshop course in expository writing. Requires wide reading in essays and articles and approximately 15,000 words of exposition. **Staff. 4**

385—POETRY WRITING. A workshop course in poetry writing. Requires wide reading in poetry and the writing of 15 to 20 finished poems. **Staff. 4**

399—ADVANCED TOPICS IN ENGLISH. A general category used only in the evaluation of transfer credit.

400—SENIOR SEMINAR. A required course for seniors which is organized around a theme or topic. All sections require frequent short reports to the class on research or reading. Each student will write a long paper as the basis for a major seminar presentation. **Staff. 4**

451-452—SENIOR RESEARCH. Senior students may work on an individually designed project for as much as two full semesters. A student whose project seems likely to result in distinguished work and who satisfies other requirements for honors may petition to have his or her senior research transferred to 461-462. **Staff. 4**

453-454—SENIOR WRITING PROJECT. Required for Writing Concentration. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. Open only to a student whose senior research is in progress.

Staff. 4

Environmental Studies (ENVS)

Assistant Professor Abram Kaplan, Director

Full-time ENVS faculty: Abram Kaplan, Katrina Korfmacher

Active faculty: Christopher Bailey, John Cort, Tod Frolking, Carol Goland, Amy Green, Harry Heft, Richard Hood, Paul King, Karl Korfmacher, Lee Larson, Tammy Lewis, Michael Mickelson, Juliana Mulroy, William Nichols, Brigitte Ramos, Thomas Schultz, Bahram Tavakolian, Steven Vogel, Lynn Zimmerman

Additional resource faculty: Eloise Buker, Susan Diduk, Carmelo Esterrich, Eduardo Jaramillo, Jack Kirby, Bernadita Llanos, Robert Malcuit, Kent Maynard, Jim Pletcher, Lyn Robertson, Mitchell Snay, Charles Sokolik, Ann Townsend

Program Guidelines and Perspective

Environmental Studies is an interdisciplinary inquiry into the relationship between humans and the environment. Both a major and a minor are available to students with an interest in the rigorous study of these issues. The major encourages students to develop a specific environmental focus as a concentration additional to the environmental core courses. Students who wish to major in

Environmental *Science* may do so through the Individually Designed Major (IDM) program at Denison.The minor allows students to integrate an environmental focus with their major field of study. As an interdisciplinary area, Environmental Studies draws on work in the natural sciences, the life sciences, the social sciences, and the humanities. It endeavors to bridge these many intellectual approaches and perspectives in the hope that students can gain deeper understanding of the environmental problems facing the world. Among issues of concern and investigation are resource utilization, the impact of technology on the ecosystem, relationships between the environment and sociocultural systems, geographic information systems analysis, environmental economics and policy, conservation of biological diversity, nature writing, alternative dispute resolution, environmental psychology and ethics, and effects of environment on the quality of life for human populations.

Major Requirements

The Environmental Studies major involves 13-15 courses from four categories as follows:

A) *Three core courses* required of all majors:

ENVS 100 Introduction to Environmental Studies (Fr./So. only) (also required for minor)

ENVS 240 Environmental Policy and Problem Solving (prereq: ES100)

ENVS 400 Environmental Capstone Seminar (prereq: ES major; to be taken Spring senior year)

B) *Two science courses*, including at least one with a prereq. (3 courses minimum). Take at least one of these two courses listed in boldface:

BIO 200 Ecology (prereq: BIO 110 and BIO 111)

GEOL 200 Environmental Geology (prereq. GEOL 110 or GEOL 111) GEOL 220 (Field Methods) can also be used to satisfy this requirement.

If taking only one of the science courses listed above, take one of these in addition:

PHYS 100 Current Topics in Physics (Environmental focus only; no prereq.)

CHEM 100 Environmental Chemistry (no prereq. at present)

Here are some possible combinations to make this more clear: Bio 200 + Geo 200 (5 courses including prereqs.), Bio 200 + Chem 100 (4 courses), Bio 200 + Phys 100 (4 courses), Geo 200 + Phys 100 (3 courses), or Geo 200 + Chem 100 (3 courses). Note that Phys 100 + Chem 100 is *not* sufficient without also taking Bio 200 or Geo 200. Three GE requirements are satisfied by the science component of the major.

C) *Three social science and/or humanities courses* (comprising at least one humanities and one social science course) from the following list (consult ENVS Program Committee for approval of courses not listed.

Humanities

ENGL 291 Nature and the Literary Imagination (no prereq.)

HIST 281	Environmental History of North America (no prereq.)
PHIL 260	Environmental Ethics (prereq. PHIL 101, FS 104 or consent)
REL 205	Religion and Nature (no prereq.)
Social Science	
ECON 340	Environmental Economics (prereq. ECON 201 or 301 or consent)
ENVS 262	Environmental Dispute Resolution (prereq. ENVS 100)
POSC 228	Politics of the Global Environment (no prereq.)
ENVS 284	Environmental Planning and Design (prereq. ENVS 100)
PSYC 320	Environmental Psychology (consent)
SA 244	Environment, Technology, and Society (no prerequisite)
SA 245	Ecology and Culture (prereq. SA 100 or consent)

D) Concentration: *4-6 additional, advanced courses*: proposal due by Feb. 26th of sophomore year. Obtain information on specific concentration proposal sequence from ENVS Director's office.

Study Abroad Programs

Students are encouraged to participate in "Study Abroad Programs" when appropriate to enhance the concentration area or otherwise supplement course offerings at Denison. Students must go abroad prior to their senior year. Further, any courses taken abroad that serve as substitutes for courses listed above or which are otherwise used to satisfy elements of the Environmental Studies major must be approved in advance of the student's departure for the off-campus program by the Environmental Studies Program Committee.

Minor Requirements

Students wishing to minor in Environmental Studies must complete eight courses: ENVS 100 and ENVS 240, the same requirements listed for majors in categories "B" and "C" above, and one additional course with environmental relevance (typically chosen from the "B" or "C" categories, or by enrolling in ENVS 400 during the senior year).

Students can select an additional course either from the above lists, the ENVS Topics sequence (ENVS 301-302), an approved Honors course, an advanced environmentally relevant course in their disciplinary major, or another pertinent course chosen in consultation with the ENVS Program Committee upon design of the minor course sequence. (Examples include BIOL 240: Animal Behavior; GEOL 300: Geomorphology). Students who have not taken an ecologically-oriented college-level biology class or who do not have a strong high school background in ecology should consult with the Environmental Studies Program Director.

Note: The requirement structure for the minor can be modified in consultation with the Environmental Studies Program Committee in order to fit a particular student's interests and goals. Students wishing to alter their requirements should first consult with the Director and must do so in advance of changes to their course of study; retroactive changes are not accepted.

Course Offerings

Environmental Studies

100—INTRODUCTION TO ENVIRONMENTAL STUDIES. A systematic introduction to the range of environmental problems facing the world today, and an overview of solutions to those challenges through governmental action, collective efforts, and personal initiative alike. The course provides an initial sense of the interdisciplinary study of the relationship between humans and the environment. As a foundation for further work in Environmental Studies, this course is essential for students who intend to minor or major in this program. **Kaplan/Korfmacher. 4**

240—ENVIRONMENTAL POLICY AND PROBLEM SOLVING. This course has two aims: first, it provides an introduction to the realm of legislation, local planning, and policy options for environmental protection and preservation. Second, the course develops environmental problem solving skills, including basic quantification techniques, data analysis and presentation, statistical interpretation, and graphical portrayal of information using commercial software packages. Students develop skills in identifying environmental problems, proposing and assessing solutions and analyzing data to ascertain likely policy outcomes. Prerequisite: ENVS 100. **Kaplan/Korfmacher. 4**

251—GEOGRAPHIC INFORMATION SYSTEMS ANALYSIS. The use of geographic information systems (GIS) in environmental analysis is growing tremendously, and decision makers increasingly look to spatial analysis tools to inform and test their policy options. This course provides both a theoretical and practical introduction to GIS, including hands-on exercises using one or more of the standard software systems currently used in planning agencies for the assessment of siting, suitability and dispute resolution. Prerequisite: ENVS 100. **Kaplan. 4**

262—ENVIRONMENTAL DISPUTE RESOLUTION. An in-depth investigation of alternative dispute resolution (ADR) as an improved means to effect change in environmental conflict. Both an intellectual and hands-on introduction to the theory and practice of ADR, relying on research into theoretical aspects of conflict, attendance at both conventional litigatory and ADR hearings, and actual participation in ADR exercises. Prerequisite: ENVS 100. **Kaplan. 4**

284—ENVIRONMENTAL PLANNING AND DESIGN. This course examines a variety of local environmental plannning processes and issues, focusing primarily on the communities surrounding Denison (Granville, Licking County), as well as the theories, concepts and tools of design, both at a community level and for individual buildings. Particular attention wil be paid to controversial models of architecture and planning in order to understand some of the negative implications of conventional approaches. Field trips, group exercises, research and project competitions will form the basis for course evaluation. Prerequisite: ENVS 100 or consent of the instructor. **Kaplan. 4**

301-302—ENVIRONMENTAL TOPICS. This course provides students with an opportunity to investigate particular issues from diverse perspectives in the environmental area. Environmental challenges and solutions of local, national and global scale are addressed, typically with a hands-on and interactive format. This course is offered on an irregular basis with unique topics in each version; students may enroll in this course more than once. Topics may include conservation biology, land use planning, sustainable development, biodiversity, risk assessment, solar energy siting, environmental impact assessment, etc. Prerequisite: ENVS 100. **Staff. 2-4**

400— ENVIRONMENTAL CAPSTONE SEMINAR. The capstone for students who have developed a strong interest in Environmental Studies and who have either minored or majored in ES. The primary objective is to integrate and culminate the study of environmental issues at Dension and to develop skills in promoting environmental change. Students work in an intensive format with a real "client" and real deadlines to research a problem, assess options, recommend solutions, and (depending on the situation) implement actual changes and evaluate outcomes. Examples include energy and water conservation, local land use planning, wetlands management, reuse/recycling programs, and environmental education initiatives. Prerequisite: ENVS major, minor, or consent of the instructor. **Kaplan/Staff. 4**

361-362—DIRECTED STUDY. **Staff. 4**

363-364—INDEPENDENT STUDY. **Staff. 3-4**

420-421—SENIOR RESEARCH SEMINAR. Students engaged in senior research projects for ENVS (and enrolled in ENVS 451-452) simultaneously enroll in ENVS 420-421. **Staff. 2**

451-452—SENIOR RESEARCH. **Staff. 2**

Biology (Note: what follows are examples of environmentally relevant courses)

200—ECOLOGY. Ecology is the study of the relationship between organisms and their biotic and abiotic environments. The course addresses theoretical and applied questions central to contemporary ecology through a combination of field and laboratory studies, at the level of the individual, population, community and ecosystem. Because an understanding of biological diversity is so important to this endeavor, a year of organismal biology (ordinarily General Zoology [Biology 110] and Plant Biology [Biology 111]) is pre- or co-requisite. Offered Fall Semester **Zimmerman and/or Mulroy. 4**

213—VERTEBRATE FIELD BIOLOGY (A). A course in the methods used to study free-ranging vertebrate animals. Lectures will focus on conceptual problems with estimating population size and dynamics, home ranges, territories, feeding behavior, and habitat use. Laboratories will focus on methods used to capture, identify, mark, track, and census vertebrate populations, including the use of radiotelemetry equipment and fluorescent dye markers. The classification and natural history of vertebrates will be included in both lecture and laboratory, with an emphasis on species occurring in the northeastern U.S. Laboratories will make extensive use of the vertebrate fauna of the Denison University Biological Reserve and nearby areas. Prerequisite: Biology 110 or consent of instructor. Offered alternating Fall semesters. **Zimmerman. 4**

220-PLANT SYSTEMATICS (P). A study of taxonomic principles and techniques and their application to vascular plants. Laboratory and field emphasis is on global flowering plant diversity and evolution and the local spring flora. Prerequisite: 111 or consent . Group C. Offered Spring Semester **Mulroy. 4**

221-SPECIAL TOPICS IN PLANT ECOLOGY (P). For students who have had a general ecology course, this is an opportunity to explore topics relating to the ecology of plants in greater depth. Topics vary each time the course is taught, and focus on subjects such as plant population biology, conservation biology, biogeography, plant-herbivore interactions, and world ecosystems. Prerequisites: 110, 111, 200 or consent. Offered Fall Semester, even years. **Mulroy. 4**

227-ENTOMOLOGY (A). Introduction to the biology and diversity of terrestrial arthropods with an emphasis on functional morphology, evolutionary ecology and behavior. Laboratory will include field studies of insects at the Denison University Biological Reserve and the preparation of a collection. Prerequisite: 110. Offered Fall Semester, even years. **Schultz. 4**

235-COMPARATIVE ECOPHYSIOLOGY OF ANIMALS. This course will focus upon how animals function in the context of the environments in which different taxa have evolved. Our subjects will span all phyla of animals with an emphasis on non-human vertebrates. We will consider a number of regulatory systems including respiration in aerial and aquatic media, osmoregulation in mesic and xeric environments, and thermoregulation in the arctic and deserts. Related topics will include evolutionary, anatomical, behavioral and, especially, ecological dimensions of animal physiology. Labs will include empirical investigations of physiological systems of animals, integrated at the organismal level, with an emphasis on ecological implications. Prerequisite: 110 Group B. Offered alternating Spring semesters. **Zimmerman.4**

280-EVOLUTIONARY BIOLOGY. This course provides a comprehensive survey of evolutionary theory with an emphasis on the processes that drive organismal change. Patterns of evolution will be interpreted in the context of population genetics and natural selection. An emphasis will be placed on integrating all biological disciplines under the paradigm of evolution. Prerequisites: 110, 111, and 112. Group D. Offered Spring Semester, odd years . **Schultz. 4**

Chemistry

100—ENVIRONMENTAL CHEMISTRY. Designed to give some understanding of chemistry to students who are not majoring, this course gives a brief introduction to the periodic properties of atoms, molecules, bonding and thermochemistry, followed by the application of this information to environmental issues. Properties of water and air are examined to see how they are "polluted." Foods, drugs, radiation, genetic alteration and nuclear energy are also discussed. The course satisfies the G.E.

science requirement. The course is not appropriate for science majors or students with a background in college chemistry. Three class periods and one laboratory weekly. **Safety goggles required.**
Ramos. 4

Economics

150—ISSUES IN THE AMERICAN ECONOMIC SYSTEM (Environmental Focus). This course is a study of contemporary environmental issues in the American economy. Students will be introduced to the mode of reasoning in economics and to an analysis of production in a market economy. This is to provide students with a framework for analysis of the economic issues and debates that surround environmental concerns of the United States. The existing economic system will be examined both as a source for environmental problems and as a locus for environmental solutions. **King. 4**

340—THE ECONOMICS OF SUSTAINABILITY. Orthodox environmental economics has focused on the effective allocation and use of scarce environmental resources as though that use faced only relative scarcity which could be overcome by means of appropriate substitution and alternative technologies. As a result, economists have typically argued that growth is both natural and desirable -- it encourages and facilitates the price changes which will cause substitution and new technology. Sustainability economics takes into consideration the issue of the appropriate scale of economic activity, because it assumes that some resources are absolutely scarce. That is, continuous economic growth may be neither possible nor acceptable because of the irreparable damage that it does to the ecological system. Prerequisite ECON 202 or consent. **King. 4**

English

FS101—ENVIRONMENTAL FICTIONS. **Townsend. 4**

291—NATURE AND THE LITERARY IMAGINATION. We will explore several questions about humanity's relationship with the rest of nature. How, for example, has the rise of ecological science shaped the literary imagination in our time? What evidence of the "ecological imagination" can we find in earlier texts? What can we learn from cultures quite different from our own about nature and imagination? What does Wendell Berry mean when he says, "It is impossible to care for each other more or differently than we care for the earth?" We will work with a range of writers from various fields, including literature and science. Prerequisite. First-Year Studies 101 or consent of the instructors.
Hood/Nichols. 4

Geography

252—GEOGRAPHY OF NORTH AMERICA. A geographical analysis of North America with respect to the correlation of the physical, climatic, and resource background with the economic and cultural development. **Frolking. 4**

260—WEATHER AND CLIMATE. An introduction to atmospheric dynamics on local to global scales. Topics include weather observation and prediction, atmospheric measurements, global energy budgets, mid-latitude weather phenomena, global climate patterns, and the controls and effects of climate change. **Frolking. 4**

300—GEOMORPHOLOGY. The systematic study of earth surface processes and landform development in tropical, temperate, arid, and polar environments. Both classic models of landscape evolution and recent process studies will be analyzed. Particular emphasis will be given to the glacial and temperate environments of the north-central United States during the late Quaternary. Prerequisites: Geology 110 or 111. **Frolking. 4**

Geology

200—ENVIRONMENTAL GEOLOGY. A broad survey of the geological aspects of environmental studies. The major topics to be covered will be those relating to human interaction with the natural geological environment. Topics include the study of geological hazards (earthquakes, volcanic eruptions, landslides, etc.), water quality and supplies, waste disposal and the environmental aspects of mineral resource development. Prerequisites: Geology 110 or 111 or consent. **Staff. 4**

220—FIELD METHODS IN THE EARTH AND ENVIRONMENTAL SCIENCES. This course will give students the opportunity to learn modern methods for investigating field-based geological and environmental problems. Emphasis will be placed on data collection, analysis, interpretation and presentation using microcomputers. Topics covered will include surveying, ground and surface water monitoring, seismic reflection analysis and geologic mapping. The class will work together on one or two group projects that will require the development and implementation of a research plan. Prequisites: Geology 110 or 111. **Bailey. 4**

275—GEOLOGY OF NATURAL RESOURCES. A broad survey of the occurrence, global distribution, and abundance of energy resources as well as metallic and non-metallic mineral resources. Emphasis will be on the geological origin and evolution of the resources as well as the environmental impact of the methods of exploration, exploitation and processing of these resources for the benefit of society. Prerequisites: Geology 110 or 111 or consent of instructor. **Malcuit. 4**

305—HYDROGEOLOGY. A systematic study of groundwater flow, groundwater resources and groundwater pollution. Emphasis will be placed on geologic materials and the dynamics of water movement, well hydraulics, regional groundwater systems, the basics of groundwater chemistry, and groundwater contamination. Prerequisites: Geology 110 or 111 and Chem. 110 or 121. **Frolking. 4**

History

267—THE AMERICAN WEST. Broadly conceived, western history is the internal history of United States expansion. This course will cover the following: patterns of western settlement; community building and conflict; economic development; environment and environmentalism; Indian policy; debates over the meaning of "frontier;" and the West in myth and imagination. **Green. 4**

Latin American and Caribbean Studies

201—INTRODUCTION TO LATIN AMERICAN STUDIES. This course introduces students to the cultural diversity of Latin America through its art, music, cuisine, dance and other manifestations of popular culture; it serves as an introduction to the Latin American and Caribbean Studies program. The course also deals with Pre-Columbian cultures, modern history including the Conquest through the 20th century, and an in-depth discussion of issues such as the Brazilian rain forest, the Mexican and Cuban Revolutions, Puerto Rican political status and Latinos in the U.S. **Jaramillo, Llanos. 4**

230—INTRODUCTION TO HISPANIC CULTURE. **Llanos.4**

Philosophy

260—ENVIRONMENTAL ETHICS. This course will consider a broad range of questions arising in the philosophy of nature, technology and the environment. Issues to be discussed include the rights of animals and of other natural entities, the possibility of non-anthropocentric ethics, the role of ecological thinking in understanding our interactions with nature. Deeper questions too will be raised: What is nature? Are humans "natural"? Is technology the source of our environmental problems, or is it their solution? Are environmental and social problems linked? What would the right relation of humans to nature look like? Readings will include works by Singer, Regan, Leopold, Callicott, Rolston, Naess, Rifkin, Bookchin, Merchant, Heidigger and others. Prerequisite: Philosophy 100 or FS 103 (Philosophy) or consent. **Vogel. 4**

Physics

100—CURRENT TOPICS IN PHYSICS. Designed principally for students not contemplating a major in the sciences, but who nevertheless wish to develop their ability to figure things out about the physical world for themselves. Recently, the course has focused on the physics of societal concerns such as the energy crisis. The laboratory, an integral part of the course, will serve to introduce the student to the observation, measurement, and analysis of phenomena directly related to topics studied in the course. Open to seniors by consent only. Mathematical preparation is assumed to include high school algebra and geometry. (This course satisfies one course of the science requirement.) Environmental focus only for ENVS students. **Staff. 4**

HNRS 135—ENVIRONMENTAL PROBLEMS: A SCIENTIFIC PERSPECTIVE. In this course we will be discussing and learning to find a semi-quantitative understanding of or solutions to a wide variety of environmental problems, including: acid rain, global warming, air and water pollution, indoor radon, renewable and non-renewable energy sources, survival of populations, etc. In the labs we will determine the efficiency of solar energy devices, study the flow of energy throughout our society, measure the thermal quality of insulation, etc.

While there is no specific math prerequisite, students who enroll should, after a brief review, be comfortable using algebra and manipulating algebraic expressions, powers of ten notation, logarithms, etc. **Larson/Staff. 4**

Political Science

228—POLITICS OF THE GLOBAL ENVIRONMENT. This course examines the political aspects of assessing and addressing threats to the environment. This course material focuses on the challenges of sustainable development in low income countries, international environmental problems, the historical relationship between human activities and ecological change in selected case studies, and theoretical perspectives on environment and politics. This is not a course on the physical processes of environmental problems, but rather a course on the ways in which international institutions, national and local political communities and social scientists perceive, organize and respond to environmental threats. This course emphasizes the political, economic and theoretical contexts within which efforts are made to act on environmental threats. No prior knowledge of environmental or political science is required, however, students should be prepared to read and interpret detailed social science texts, to formulate and articulate cogent arguments, and to conduct independent research. **Pletcher. 4**

Psychology

320—ENVIRONMENTAL PSYCHOLOGY. An examination of the relationship between the environment and psychological processes. Topics studied include early environmental experiences and development, environmental stressors such as crowding and noise, territoriality and privacy, environmental aesthetics, cognitive maps and way-finding behavior, effects of institutional size on performance, and attitudes toward the natural environment. Prerequisite: Psychology 100 or consent. **Heft. 4**

Religion

205—RELIGION AND NATURE. An investigation of the religious value of nature in Christianity and Buddhism, and in particular in America and Japan. We look at how people in these cultures have viewed the place of humanity within the world of nature, and the relationships among humanity, God and nature. **Cort. 4**

Sociology/Anthropology

244—ENVIRONMENT, TECHNOLOGY, AND SOCIETY. This course will explore the relationships between social institutions, their environments and technology. We will examine the process by which these three elements interact, change and are manifested. These three elements define the human, or individual, proportions of our immediate ecosystem. Social institutions must gather, process and distribute energy resources in order for their members to survive. Technologies, material and ideational, become means of adaptation societies use to reduce uncertainty and minimize the costs associated with producing energy by manipulating and changing their physical environments. The course will examine these issues, requiring students to apply these concepts in real world contexts. This course serves as one of the elective courses for the Environmental Studies Minor and has no prerequisite. **Lewis. 4**

245—ECOLOGY AND CULTURE. In this course we will examine human adaptations to diverse present-day environmental zones. The central question we ask is: How successful are traditional societies at maintaining ecosystem balance? We will look at biological and cultural means by which traditional human societies solve environmental challenges in zones such as the arctic, high altitude tropical mountains, arid lands, and tropical rainforests. In this examination, we will consider hunter-gatherer economies, swidden agriculture, and intensive farming systems. We establish how and if these

groups are adapted to their environment, as well as how such adaptations may be enhanced or disrupted by outside influences, expecially development efforts. We will also address non-adaptive behaviors, in traditional societies as well as our own. **Goland. 4**

321—WOMEN IN DEVELOPING SOCIETIES. The focus of this course will be on two interrelated issues: 1) the impact of socioeconomic change on the roles and life-experiences of women in developing societies, and 2) the social and economic contributions of women within the development process. By adopting a cross-cultural perspective, we intend to investigate how and why global patterns of socioeconomic change have had markedly different effects on the lives of women in diverse regions of the world. A further consideration dependent upon our cross-cultural approach will be an evaluation of the appropriateness of Western-style change, including feminist orientations toward women's liberation, within Third World contexts. Prerequisite: Must have completed at least one of the following: ENVS 100, SA 100, SA 210, WMST 101, or consent. **Tavakolian, Diduk. 4**

333—CAUSES AND CONSEQUENCES OF CHANGE. This course analyzes the sources, processes and directions of social and cultural change. It examines different theoretical models which account for social change. Of particular importance are conceptual distinctions between evolution, modernization, industrialization, urbanization, revolution, economic development and cultural domination. Possible topics for exploration may include change brought through population increase, the growth of technology, exploitation of resources, migration and hunger. Prerequisite: 100 or consent. **Lewis. 4**

Additional courses in these and other departments are anticipated as the Environmental Studies Program evolves. Among the courses under consideration are: Science in Environmental Decisions, Sustainable Development, Assessment: A Scientific Perspective, The Power of Maps: Spatial Thinking and Environmental Solutions, Environmental Political Theory, Ecofeminism, and U.S. Energy Policy. Students should consult with the Environmental Studies Program Committee for addditional information.

First-Year Studies

Director: Lisa Ransdell

The courses have been designed by our faculty as an introduction to the intellectual and artistic disciplines of the college with the specific needs of first-year students in mind. While they stress academic rigor, they are also attentive to the unique educational needs of first-year students.

The First-year Studies Program is designed to achieve a number of goals. These include: a) providing courses exclusively for first-year students, with a learning environment which encourages active participation in the learning process; b) increasing significantly the common intellectual and creative experiences of students in order to facilitate more shared efforts; c) enhancing writing skills by having a major writing component in each course; d) introducing various areas of study with the intent of identifying connections between disciplines; and e) developing library and research skills.

Each first-year student is required to take two First-Year Studies courses during the first year. One must be First-Year Studies 101. The second requirement may be First-Year Studies 102, 103, 104, 105, 106, 107, 108 or 109. Each of the eight courses fulfills a General Education Requirement, which all students must meet for graduation (within either the Areas of Inquiry or Global Studies requirements).

First-Year Studies 101—WORDS AND IDEAS. The primary goal of this course will be to develop the reading and writing abilities of entering students. Attention will be given to the relationship between careful reading, critical reasoning, and effective writing. Course requirements will include a library assignment needed to complete it. First-Year Studies 101 fulfills the writing requirement. **4 credits.**

First-Year Studies 102—AESTHETIC INQUIRY AND THE HUMAN CONDITION. Directed towards the student who has had little exposure to the fine arts, this course attempts to enhance students' critical

appreciation as well as their enjoyment of the visual, performing, and environmental arts. Students in all sections will be required to attend events in the fine arts at Denison and selected off-campus events, as well as the fine arts common hour at which special lectures, films, and media events will be presented. There will be appropriate writing and library assignments, and readings in common texts. First-Year Studies 102 fulfills the Artistic Inquiry requirement. **4 credits.**

First-Year Studies 103—SCIENTIFIC INQUIRY AND THE HUMAN PROSPECT. The focus of this course is the nature of science and its implications for human society. More specifically it will consider some of the following issues: the contrasts between science and other forms of human inquiry, the processes by which scientists carry out their work, the manner in which scientific concepts affect how we think about humans and human societies, and the underlying values and ethical concerns relating to the use of scientific findings. First-Year Studies 103 fulfills the third Laboratory Science requirement. **4 credits.**

First-Year Studies 104—CRITICAL INQUIRY AND HUMAN EXISTENCE. This course will emphasize critical thinking and ethical discernment from the perspective of religion or philosophy. Students will be challenged to reflect upon the personal, social, and political aspects of their lives. Each class will examine representative positions found in a wide variety of intellectual traditions. Students will become aware of the complexities involved in analyzing and justifying the principles and beliefs upon which they are moved to act. In addition to readings and examinations, course work will include a number of writing assignments that are evaluated both with regard to content and style. First-Year Studies 104 fulfills the Critical Inquiry requirement. **4 credits.**

First-Year Studies 105—HISTORICAL INQUIRY AND THE HUMAN CONDITION. This course is designed to expose students to particular themes and periods of history in which the issues of ideological, political, social, and military conflict are of central importance. Although each section focuses on different historical eras and societies, they all will deal in common with the relationship between ideology and conflict in human society. Students will be given an opportunity to study a particular society in depth and to relate that study to the larger world in which we live. First-Year Studies 105 will fulfill some aspect of the Global Studies requirement. **4 credits.**

First-Year Studies 106—SOCIAL INQUIRY AND THE HUMAN CONDITION. This course examines the ways in which the institutional relationships and structures in society influence each other and individuals. Such institutions help to shape political, cultural, political and economic systems, and these systems in turn affect the way individuals and groups of individuals make choices and live their lives. One important focus in all of these sections will address how changes in systems affect individuals and how individuals may effect changes in systems. First-Year Studies 106 fulfills the Social Inquiry requirement. **4 credits.**

First-Year Studies 107—CLASSICAL CULTURE. This course studies classical antiquity and its influence on modern western civilization. Intellectual, social and political issues will be examined primarily through the study of history and literature. Focal points will include: multiculturalism, the role of women in antiquity, urban development, myth and religion, and the individual and society. First-Year Studies 107 fulfills the Textual Inquiry requirement. **4 credits**

First-Year Studies 108—AMERICAN SOCIAL PERSPECTIVES. This course is a study of current issues in the American economy. It will explore the application of economic reasoning in examining the nature of economic issues. Students will acquire an appreciation for the complexity of economic policy making as a means for resolving social conflicts. Each section will study specific economic issues and conflicts. First-Year Studies 108 fulfills the American Social Institutions requirement. **4 credits.**

First-Year Studies 109—SPECIAL TOPICS IN FIRST-YEAR STUDIES. Topics taught as First-Year Studies 109 vary from year to year. **4 credits.**

French Area Studies

Coordinators Christine Armstrong and John Boitano

Faculty: Christine Armstrong, William Bishop, John Boitano, Richard Lucier, James Pletcher, Ronald Santoni, Donald Schilling, Bahram Tavakolian

Guidelines

The subjects taken for the Area Study major on France are chosen from Modern Languages, History, Political Science, Economics, Philosophy, Sociology/ Anthropology, English, and Art.

The Area Study program attempts to provide the background necessary for students who are planning to enter foreign service, business enterprises dealing with foreign countries, teaching, journalism, international relations, or related activities. Its ultimate objective is to bring about a better understanding among peoples of various races and nations. It is valuable also as a cultural major, providing an understanding of the present-day characteristics and problems of the world outside the United States, leading to a better comprehension of our relationships with the foreign area. Students majoring and minoring in FAS are strongly advised to study at least one semester in one of the junior programs in France recommended by the Modern Language Department.

Prerequisite for starting a major or minor in French Area Studies is the completion of French 213 or a language proficiency equivalent to it.

Major

Requirements for the major:

A. Language and literature: French 215 or 250, 305 and either 311 or 312.

B. French Area Studies: French 315, plus four relevant courses, some of which may be taken abroad, or equivalent courses offered at Denison in the list of "other courses" below. One of these four courses may be replaced by one of the following options:

- ☐ French 311 or 312 to complete the Survey of Literature sequence;
- ☐ One advanced course in French or Francophone Literature;
- ☐ French 415, Advanced French, or 418 Seminar;

C. A one-semester Senior Research Project for four credits, directed by any professor on the committee.

Minor

Requirements for the minor:

A. Language and literature: French 215 or 250, 305, and either 311 or 312.

B. French Area Studies: French 315, plus one relevant course taken abroad, or for those students unable to study abroad, one equivalent course taken at Denison from the list of offerings below, preferably in French history.

Course Offerings

French Area Studies

315—AREA STUDY: FRANCE. The course deals with the question: "What makes the French French?" by examining aspects of contemporary French culture (the process of socialization, the structure of the family and society, the present-day social system and political thought and their historical origins, symbolic behavior). The approach is comparative, stressing the differences and causes of misunderstanding between the French and the American cultures. Prerequisite 213.
Armstrong, Boitano. 4

401 or 402—SENIOR RESEARCH **Any professor on the committee.**

Language and Literature

French 215, 250, 305, 311, 312, 415, 418 (see descriptions in Modern Languages — French section)

Other Courses

For more specific descriptions, see departmental listings for courses below:

Art

155-156—HISTORY OF ART SURVEY. General survey of the Arts of the Western World. Ancient and Medieval; Renaissance and Modern. May be taken separately. **Staff. 3**

Economics

323—INTERNATIONAL TRADE. This course explores the pattern and problems of world trade. The main topics are: theories of international trade, tariffs and other trade barriers, international trade organizations, common markets and free trade areas, U.S. commercial policies, trade problems of developed and underdeveloped countries, east-west trade, international migration of labor. Prerequisites: Economics 202 or consent of instructor. **Lucier. 4**

323—INTERNATIONAL TRADE LABORATORY. **Lucier, Behdad. 1**

English

350—MODERN EUROPEAN LITERATURE. Selected major 20th Century works in translations including such writers as Proust, Kafka, Pirandello, Unamuno, Lorca, Rilke, Gide, Kazantzakis, Camus, and Thomas Mann. **Staff. 4**

History

211—MODERN EUROPE. An examination of European society from the French Revolution to the present in the light of the forces which mold its attitudes and institutions. **Staff. 4**

258—MODERN FRANCE. A survey of French history from the Revolution of 1789 through the present. Topics covered include the tension between monarchy and republic, the growth of socialism and working-class consciousness, the birth of modernism in literature, painting and music, the experience of occupation in World Wars I and II and the dissolution of the French empire. **Staff. 4**

353—WAR AND REVOLUTION IN THE 20th CENTURY. An examination of how the twin forces of war and revolution have shaped the character of the contemporary world. Geographically, the course will focus primarily on Europe. **Schilling. 4**

Philosophy

298—EXISTENTIALISM. This seminar will involve a study and discussion of the basic concepts and contentions of Existentialism as they have developed primarily in the "classic" 19th and 20th century literature of Existentialism — philosophical and other. Topics such as alienation and authenticity, freedom and responsibility, morality vs. legality, rationality and the absurd, will be investigated and confronted. It is hoped that each student will use this seminar not simply as a basis for becoming closely acquainted with Existentialism, but also to come to grips with and clarify some of the fundamental value concerns and issues of his or her existence. Prerequisite: Philosophy 101, FS 104, or consent. Offered periodically.

Santoni. 4

334—CONTEMPORARY CONTINENTAL PHILOSOPHY. This course traces the development of Continental Philosophy from 1900 to the present, including the phenomenological movement of Husserl, Heidegger, Sartre, and others; the neo-Marxism of the Frankfurt School and Habermas; the hermeneutics of Gadamer and Ricoeur; and the structuralism and deconstructionism of Foucault, Derrida, and others.

Vogel. 4

Political Science

221—INTRODUCTION TO COMPARATIVE POLITICS OF DEVELOPED STATES. This introductory course will focus on the politics of the major constitutional democracies of Western Europe and Japan. Although much of the course will focus upon how politics work in individual countries United Kingdom, France, Federal Republic of Germany, the conceptual emphasis of the course will be comparative. Political parties, political forces and interests, representation, elections, executives, and bureaucracy will be among the subjects of comparative analysis. **Bishop. 4**

242—INTRODUCTION TO INTERNATIONAL POLITICS. This course introduces basic concepts and methods of analysis of the international political environment and international interaction. Among the topics covered are instruments of power, the causes of war, international politics and economics and the international political system. This course is recommended for advanced study in the areas of international relations and foreign policy. **Pletcher, Sorenson. 4**

Sociology/Anthropology

200—THE DEVELOPMENT OF SOCIAL THOUGHT. An investigation of the classical foundations of social thought and sociocultural theory in sociology/anthropology. The course will concentrate on the original works of such authors as Marx, Weber, Durkheim, and other significant authors of the 19th and early 20th centuries. This course is required of all majors and minors in sociology/anthropology. Prerequisite: 100 or 150 or consent. This course satisfies the Critical Inquiry requirement. **Staff. 4**

323—PEOPLES AND CULTURES OF THE MIDDLE EAST. The focus of this course is an examination of the ecological, historical and sociocultural diversity of peoples of the Middle East (from North Africa to Afghanistan). In addition to the study of ecological adaptation, social structure and ideology in traditional village and nomadic communities, we will examine the effects of urbanization, economic development and nation-building on contemporary populations of the Middle East. This course satisfies the Non-Western Studies requirement. Prerequisite: 100 or consent. **Tavakolian. 4**

Geology and Geography

Faculty

Professor Kennard B. Bork, Chair

Professors Kennard B. Bork, Robert J. Malcuit; Associate Professor Tod A. Frolking; Assistant Professor Christopher M. Bailey

Departmental Guidelines

The Geology and Geography curriculum is designed to present introductory-level courses for students having a general interest in the geosciences, while also offering a sufficient range of advanced courses to allow a student to develop a strong major in Geology. A number of Geology courses reflect an increased concern with the earth's environment. The Geography curriculum responds to the urgent need for greater public awareness of geographic issues of consequence to society at large.

Geology graduates often continue their training in graduate school or enter the work force directly. Those interested in secondary-school teaching may pursue teacher certification in earth science. Although we do not offer a major in Geography, the curriculum is rich enough to allow geology majors to enter graduate schools of geography or regional and urban planning. Environmental law is another career option exercised by Denison geology majors.

Research opportunities include working with faculty in the field or laboratory, and involvement with the Oak Ridge Science Semester, discussed elsewhere in this catalog. The C.L. Herrick Geological Society is an active, student-run organization which coordinates guest lectures and social events throughout the academic year. Also student-initiated and operated is The Denison Journal of Geoscience, an annual publication featuring articles on a wide range of geologic and geographic topics.

Major in Geology

A student majoring in Geology is provided two routes to the bachelor's degree: a Bachelor of Science in anticipation of going on for graduate study in Geology, or a Bachelor of Arts for those who seek a less specialized course of study. Earning a B.A. degree does not preclude a professional career in Geology, though admission to some graduate programs may require completion of additional science and mathematics courses.

A student may graduate with a B.S. degree by taking an introductory course (Geology 100 or 111); the four core courses (Geology 210, 211, 212, 311); four additional courses, including at least one geography course and one advanced course (300 level); and a geology field course (Geology 400). In addition, five courses from Chemistry 121-122, Mathematical Sciences 123-124, and Physics 121-122 are required. Students seeking a B.A. degree must take an introductory course, the four core courses and three additional courses, including at least one geography course. A minimum of four courses from Biology, Chemistry, Mathematical Sciences and Physics/Astronomy is required.

Major in Geology (Environmental Studies Minor)

See Environmental Studies Minor, page 80.

Major in Geology (Geophysics Concentration)

The minimum requirements for this program are Geology 111, 210, 211, 212, 311, Physics 121, 122, 123, 211, 305, 306, 312g, and Mathematical Sciences 123, 124, and 351. In addition, an independent comprehensive project (experimental or theoretical) is required during the senior year. Students with an interest in geophysics should consult, not later than their sophomore year, with the Geology and Physics chairpersons.

Minor in Geology

To minor in Geology, a student should take Geology 110 or 111, Geology 210, and four additional courses in Geology or Geography.

Safety glasses will be required for field work and geochemical laboratory work.

Course Offerings

Geology

110—FUNDAMENTALS OF EARTH ENVIRONMENT. The study of earth surface processes and the diverse environments around the world. Topics covered include weather phenomena, the distribution of the world's climates, global patterns of vegetation and soils, and the study of landforms. Laboratory exercises include local field trips, the analysis of weather and climate data, as well as the interpretation of topographic maps and aerial photographs. **Frolking. 4**

111—PHYSICAL GEOLOGY. This course is designed as the introductory course in geology for non-science and science majors alike. The composition and structure of the earth, evolution of surface features, geologic processes, the scope of geologic time, and aspects of the history of science are the topics emphasized. The laboratory is supplemental and deals with mineral and rock identification and study of topographic and geologic maps. Field investigations are emphasized as much as possible. **Staff. 4**

199—INTRODUCTORY TOPICS IN GEOLOGY. A general category used only in the evaluation of transfer credit.

200—ENVIRONMENTAL GEOLOGY. A broad survey of the geologic aspects of environmental studies. The major topics to be covered will be those relating to human interaction with the natural geologic environment. Topics include the study of geological hazards (earthquakes, volcanic eruptions, landslides, etc.), water quality and supplies, waste disposal and the environmental aspects of mineral resource development. Prerequisites: 110 or 111 or consent. **Bailey. 4**

210—HISTORICAL GEOLOGY. A study of geologic history, concentrating on North America, as synthesized from sequences of rock strata and from fossils. Emphasis is placed on the history of stratigraphy and evolution, methods of interpreting past environments, the interaction of the geologic and biologic realms through time, and investigations of various periods in the history of the Earth. Prerequisite: 110 or 111. **Bork. 4**

211—MINERALOGY. This course is divided into five parts: basic crystallography, origin and occurrence of minerals, physical mineralogy, chemical mineralogy, silicate mineralogy. Laboratory work includes identification of mineral hand specimens, identification of mineral grain mounts with the petrographic microscope, and analysis of mineral powders using spectroscopic and x-ray diffraction techniques. Prerequisite: 110 or 111. **Malcuit. 4**

212—PETROLOGY. This course covers three major topics: igneous rocks, sedimentary rocks, and metamorphic rocks. Laboratory work is concerned mainly with the identification, classification, and

interpretation of rock hand specimens. Thin sections of rock specimens are also studied using petrographic microscope techniques. Prerequisite: 211. **Malcuit. 4**

220—FIELD METHODS IN THE EARTH AND ENVIRONMENTAL SCIENCES. This course will give students the opportunity to learn modern methods for investigating field-based geological and environmental problems. Emphasis will be placed on data collection, analysis, interpretation and presentation using microcomputers. Topics covered will include surveying, ground and surface water monitoring, seismic reflection analysis and geologic mapping. The class will work together on one or two group projects that will require the development and implementation of a research plan. Prequisites: 110 or 111. **Bailey. 4**

275—GEOLOGY OF NATURAL RESOURCES. A broad survey of the occurrence, global distribution, and abundance of energy resources as well as metallic and non-metallic mineral resources. Emphasis will be on the geological origin and evolution of the resources as well as the environmental impact of the methods of exploration, exploitation and processing of these resources for the benefit of society. Prerequisites: 110 or 111 or consent of instructor. **Malcuit. 4**

280—TECTONICS. A study of plate tectonics and the earth's interior. Major topics include geophysical methods, the development of the plate tectonic paradigm, plate geometries, geologic processes at plate margins and how these processes produce mountain belts. Prerequisites: 110 or 111 and 210, or consent of instructor. **Bailey. 4**

285—GEOLOGICAL INVESTIGATION IN THE FIELD. Pre-trip preparation and participation in the field trip constitutes a 2-hour course. A student who has had 111 and 200 may apply for permission to participate in the field trip for one semester-hour of credit. Prerequisites: 110 or 111 and 200 or consent. **Staff. 1-2**

299—INTERMEDIATE TOPICS IN GEOLOGY. A general category used only in the evaluation of transfer credit.

305—HYDROGEOLOGY. A systematic study of groundwater flow, groundwater resources and groundwater pollution. Emphasis will be placed on geologic materials and the dynamics of water movement, well hydraulics, regional groundwater systems, the basics of groundwater chemistry, and groundwater contamination. Prerequisites: 110 or 111 and Chem. 110 or 121. **Frolking. 4**

311—STRUCTURAL GEOLOGY. The study of the deformation of the earth's crust. Major topics include stress and strain, rheology of earth materials, the role of fluids, systematic review of the types of geologic structures, and how these relate to tectonic processes. Lab involves structural problems and interpretation of geologic maps. Prerequisites: 111 and 210 or consent. **Bailey. 4**

314—SEDIMENTOLOGY AND STRATIGRAPHY. Study of the processes of sedimentation and the resultant sedimentary rock record. Environments of deposition, facies, stratigraphic nomenclature, strata in the subsurface, and principles of correlation are among topics treated. Field work is a major facet of the laboratory. Prerequisite: 210. **Bork. 4**

315—PALEONTOLOGY. An introduction to fossil invertebrates with emphasis on theory of classification, form and function significance, paleoecological interpretation, evolutionary mechanisms, application of fossils to biostratigraphy, and the history of paleontology. Major invertebrate phyla of paleontological significance are surveyed. Prerequisite: 210. **Bork. 4**

361-362—DIRECTED STUDIES. Individual reading and laboratory work in a student's field of interest within Geology. Work in Petroleum Geology is included. **3-4**

363-364—INDEPENDENT STUDIES. **Staff. 3**

399—ADVANCED TOPICS IN GEOLOGY. A general category used only in the evaluation of transfer credit.

400—FIELD COURSE. A major in Geology must register for a summer field course offered by any one of a number of approved universities. Upon the successful completion of the course he or she receives credit transferable to his or her record at Denison. **4-8**

401—SELECTED TOPICS IN GEOLOGY. An advanced seminar or problem-oriented course which

involves a semester-long investigation of such topics as advanced physical geology, geochemistry, or the history of geology. **Staff. 2-3**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **4**

Geography

Geography is a non-major field at Denison. A student wishing to pursue geography and related environmental/planning fields may follow the B.A. in Geology with a geography emphasis and a minor in a field such as Economics, Environmental Studies, History or Sociology/Anthropology; or develop an individually designed major in consultation with the Geography faculty.

Course Offerings

Geography

199—INTRODUCTORY TOPICS IN GEOGRAPHY. A general category used only in the evaluation of transfer credit.

250—WORLD REGIONAL GEOGRAPHY. A survey of world regions with emphasis on distributions of natural resources, patterns of agricultural and industrial development, and the growing interdependence of the world economy. A major focus of the course will be on the contrasts in resource availability and allocation between the developed and less developed nations. **Frolking. 4**

252—GEOGRAPHY OF NORTH AMERICA. A regional geographic study of North America, focusing on climate, landforms, and natural resources as they relate to patterns of human settlement, land use, transportation, and economic activity. **Frolking. 4**

260—WEATHER AND CLIMATE. An introduction to atmospheric dynamics on local to global scales. Topics include weather observation and prediction, atmospheric measurements, global energy budgets, mid-latitude weather phenomena, global climate patterns, and the controls and effects of climate change. **Frolking. 4**

299—INTERMEDIATE TOPICS IN GEOGRAPHY. A general category used only in the evaluation of transfer credit.

300—GEOMORPHOLOGY. The systematic study of earth surface processes and landform development in tropical, temperate, arid, and polar environments. Both classic models of landscape evolution and recent process studies will be analyzed. Particular emphasis will be given to the glacial and temperate environments of the north-central United States during the late Quaternary. Prerequisites: Geology 110 or 111. **Frolking. 4**

361-362—DIRECTED STUDIES. Readings in Geography selected to enhance student's geographic comprehension. **Staff. 3-4**

399—ADVANCED TOPICS IN GEOGRAPHY. A general category used only in the evaluation of transfer credit.

402—SELECTED TOPICS IN GEOGRAPHY. An advanced seminar or problem-oriented course which involves a semester-long investigation of a global perspective in such issues as ocean resources and territorial rights, population growth, and food needs. Prerequisite: one of the existing 200 level courses or permission of instructor. **Staff. 3**

History

Professor Amy G. Gordon, Chair

Professors Amy Glassner Gordon, Michael D. Gordon, Barry C. Keenan, John B. Kirby, Margaret Meriwether, Donald G. Schilling; Associate Professor Mitchell Snay; Assistant Professor Amy Green; Instructor Catherine Dollard

Departmental Guidelines

Major in History

By promoting a close working relationship between students and faculty in both survey and specialized courses, the Department of History seeks to develop in its students an appreciation for the complexity of the past, an ability to use the tools and methods of the historian, a recognition of the importance of historical knowledge for understanding the present and to awaken a love of history. The department strives to foster the fundamental skills and abilities and to cultivate the attitudes of mind which prepare students for life after Denison.

The department requires 36 hours (or nine courses) of work in history, including a minimum of two advanced courses. The department believes it necessary for a major to achieve some competence in the following four areas of history: American; Medieval or Early Modern European; Modern European; and Non-Western history. Working together, the student and his or her adviser should determine the best way to approach each area. Students may demonstrate competence in an area in one or more of the following ways: Advanced Placement, superior High School training, proficiency examination, or by taking one or more courses in an area.

Upon declaring his/her major, the student is required to enroll in an entry-level proseminar (History 290). Although each seminar will focus on a special field, theme, or topic, all students will be exposed to different approaches to history and to the nature of historical interpretation. As a senior, the student is required to take either a seminar course (History 430) or complete two semesters of either senior research or senior honors. This requirement assures each major the opportunity to engage in his/her own historical research and writing and to share that experience with others.

A working knowledge of a foreign language is desirable for all majors; those planning on graduate school should start a second language if possible. (Graduate schools usually require a reading knowledge of French and German or one of those plus another language such as Spanish or Russian, depending on the research needs of the candidate.)

Major with a concentration option

Students may select the option of focusing upon a particular period, region, national tradition or a thematic approach to their study of the past. Those who choose to concentrate will be subject to the same general requirements as other majors. They must have four areas of competency, History 290 (Doing History), either a senior seminar or senior research and at least two courses at the 300 (or above) level. Yet, they can take senior seminars before their senior year if topics are particularly appropriate to their concentrations. They may take more than

one History 290 if topics are appropriate to their concentrations. And they will be allowed to use one "cognate" course in another department to count as one history course in completing their major design. For example, some one concentrating in American history could utilize an American literature course or a political science course dealing with the American political process as part of the history major. While staff will certainly be willing to assist them, students who decide to concentrate will be responsible for drawing up their own plans of study, plans which the department must approve.

Minor in History

The department requires a minimum of 24 hours (or six courses) of work in history for a minor. Students must demonstrate competence in the four areas discussed above and must enroll in the entry-level proseminar (History 290).

Course Offerings

Introductory Courses

100-105—THE HUMAN CONDITION IN HISTORICAL PERSPECTIVE. An introductory course designed for the first or second year student. History 100-105 provides an opportunity to study a given society or era in depth. Recent examples are World War I and Its Legacy; Mandate of Heaven in Classical China. **Staff. 4**

199—INTRODUCTORY TOPICS IN HISTORY. A general category used only in the evaluation of transfer credit.

203—FROM CAESAR TO CHARLEMAGNE: THE FALL OF ROME AND THE BIRTH OF EUROPE. An examination of the decline and fall of the Roman Empire and of the early Middle Ages. Topics include: political and social changes in late Antiquity, the spread of Christianity, the barbarian invasions, and the Frankish kingdoms (200 A.D.-900 A.D.). **M. Gordon. 4**

204—THE ORIGINS OF EUROPE: MEDIEVAL SOCIETY. European history from the ninth century through the fifteenth. Emphasis will be on the origin and development of the political, socioeconomic, and cultural elements which characterize subsequent European history. **M. Gordon. 4**

205—FRANCE FROM RENAISSANCE TO REVOLUTION. A survey of major developments in French history from the 16th through the 18th centuries. Among topics covered are the Renaissance and Reformation, the rise of absolute monarchy and the growth of the modern state, the 18th century Enlightenment and the French Revolution of 1789. **A. Gordon. 4**

211—MODERN EUROPE. A survey course in the history of Europe from the French Revolution to the present which examines those major forces which shaped the modern world. Topics include the industrial revolution, war, revolution and counter-revolution, nationalism and the movement for European unity, and the struggle between freedom and order. No prerequisites. **Staff. 4**

221—AMERICAN CIVILIZATION TO 1865. A survey of the American past from the Revolution through the Civil War. **Snay. 4**

222—AMERICAN CIVILIZATION SINCE 1865. A survey of U.S. history from Reconstruction after the Civil War to the present day. **Staff. 4**

225—AFRICAN-AMERICAN HISTORY. A study of the experience of Blacks in America with emphasis on the African heritage, slavery, Civil War and Reconstruction, the policies of discrimination, the shift to urban life, the rise of the ghetto, and the age of protest and change. (Should ordinarily be taken in the first year if used to fulfill G.E. requirement). **Kirby. 4**

232—TRADITIONAL EAST ASIAN CIVILIZATION. The civilization of China and Japan from classical times to the 19th century. Topics treated: the unique staying power of the 2000-year tradition of the

Chinese dynastic state; the distinctive religious and scientific traditions that flourished under the scholar-official bureaucracy of imperial China; the Japanese samurai ideal, centralized feudalism, and lasting Japanese cultural monuments. **Keenan. 4**

233—MODERN EAST ASIA. Beginning from an insider's view of how both prince and peasant saw the world around them before the encroachment of the West, this course analyzes the modern transformation of East Asia. Topics include: the conflict of Sinocentrism with modern nationalism in the Chinese revolution, the Japanese road to Pearl Harbor, and the significance of the Korean War in East Asia. **Keenan. 4**

235—AN INTRODUCTION TO MODERN AFRICA. A study of major problems and issues in African history with an emphasis on the recent past. **Schilling. 4**

237—ISLAMIC CIVILIZATION BEFORE 1800. A survey of the history of the Islamic Middle East from the rise of Islam to the present. Beginning with the revelation of Islam and the emergence of the first Islamic Empire in the seventh century A.D., the course will examine the formation and development of Islamic Civilization through a study of religion, political theory and practice, social structure, and art, literature, and the sciences. **Meriwether. 4**

238—DEVELOPMENT OF THE MODERN MIDDLE EAST. The modern era began in the Middle East in about 1800, when European influence on the area became massive and unavoidable. This course emphasizes two aspects of Middle Eastern history since then: (1) the region's increasing role in international affairs from Napoleon's invasion of Egypt in 1798 to the Arab-Israeli conflict, oil cartel, and Soviet invasion of Afghanistan, and (2) the responses by Muslims to the overpowering military and economic superiority of Europe. **Meriwether. 4**

240—AMERICAN WOMEN'S HISTORY. This course surveys the history of women in the United States from 1870-1980. We will emphasize the experience of women of all races, classes and sexual orientation – women who entered the paid labor force in increasing numbers at the turn of the century and non-wage earning women who performed work integral to the survival of their families.**Green. 4**

241—WOMEN IN MODERN EUROPE. This course surveys the history of women in Europe from 1700 to the present. Topics covered include women in revolutions, the effect of industrialization on women and the family, changing views of sexuality, women's rights movements and socialism, the female experience of world wars, women under facism, and women in the welfare state. **Staff. 4**

242—COMPARATIVE U.S. AND EUROPEAN WOMEN'S HISTORY. Focusing on a variety of themes in women's history, this course surveys the experience of women on both sides of the Atlantic from the eighteenth century to the present. Themes include women in preindustrial societies, changing patterns of women's work and sociability, women in reform movements, the effects of war on women, and recent feminist movements. **Staff. 4**

251—ENGLAND IN THE MIDDLE AGES. English constitutional and social history from the tenth century to the fifteenth. **M. Gordon. 4**

252—ENGLAND UNDER THE TUDORS AND STUARTS. A study of English social and cultural history and of the development of the English constitution against the background of the political history of the 16th and 17th centuries. **A. Gordon. 4**

253—BRITAIN SINCE 1688. This course will examine the development and growth of democracy and the public sphere from the Glorious Revolution of 1688 to the present. Themes will include the industrial revolution, the creation of a working class, changes in the family and culture, the acquisition and loss of an Empire, and the impact of war. **Staff. 4**

258—MODERN FRANCE. A survey of French history from the Revolution of 1789 through the present. Topics covered include the tension between monarchy and republic, the growth of socialism and working-class consciousness, the birth of modernism in literature, painting and music, the experience of occupation in World Wars I and II and the dissolution of the French empire. **Staff. 4**

266—A HISTORY OF THE AMERICAN SOUTH. This course will cover selected topics in Southern history from the establishment of the Southern colonies in the 17th century to the civil rights struggle of the 1960s. It will explore the basic economic, social and political facets of Southern history, as well as such specific issues as race relations and the Southern literary imagination. Throughout the course, an attempt will be made to define the factors that made the South such a distinctive and important region in American history. **Snay. 4**

267—THE AMERICAN WEST. Broadly conceived, western history is the internal history of United States expansion. This course will cover the following: patterns of western settlement; community building and conflict; economic development; environment and environmentalism; Indian policy; debates over the meaning of "frontier;" and the West in myth and imagination. **Green. 4**

280-285—STUDIES IN HISTORY. Intensive study of selected periods or topics in history at the introductory level. May be taken more than once. Examples of recent topics are: Immigrant Experience in America; Gender, Sexuality and Power in Europe, 1750-1920; Plagues and Peoples. **Staff. 4**

290—DOING HISTORY. A proseminar serving as an introduction to the study of history. Each seminar will focus on a special field, theme, or topic, but all students will be introduced to certain critical skills of historical analysis, distinctive approaches, schools, or methods of historical writing, and the nature of historical synthesis. (Open only to prospective History majors or minors who have sophomore or junior standing.) **Staff. 4**

299—INTERMEDIATE COURSES IN HISTORY. A general category used only in the evaluation of transfer credit.

Advanced Courses

302—THE REVOLUTIONARY TRANSFORMATION OF AMERICA. A comprehensive study of the political philosophy, constitutional development, revolutionary excitement, and military events of the American Revolution. **Snay. 4**

304—THE AGE OF JACKSON: THE UNITED STATES, 1815-1848. The early decades of the 19th century witnessed fundamental structural changes in the economy, society and politics of the United States. This course will examine the consequences of this rapid growth. It will trace the evolution of capitalism, the rise of a middle class culture, the development of a two-party political system, and the national quest for self-identity and unity. **Snay. 4**

311—RECENT AMERICAN HISTORY: 1914-1945. An analysis of the often conflicting features of American social, economic, and political life from World War I through World War II. **Kirby. 4**

312—RECENT AMERICAN HISTORY: 1945 TO PRESENT. A study of American society from the end of World War II and the beginnings of the Cold War to the present. **Kirby. 4**

314—AMERICA'S RISE TO WORLD POWER. This course will attempt to weigh the impact America's coming of age as a great power has had upon U.S. society and upon the rest of the world. Utilizing a mixture of diplomatic and military history, the course seeks to evaluate how the U.S. has felt about war, peace, and the professional military and the concept of America's "Mission" which had led us both into imperialism and isolationism. **Kirby. 4**

321—SELECTED TOPICS IN MIDDLE EASTERN HISTORY. Intensive study of topics in pre-modern and modern social, political and cultural history. Topics change from year to year. **Meriwether. 4**

323—CENTRAL AMERICA AND THE UNITED STATES. A survey of the history of the major Central American nations — Guatemala, Costa Rica, Honduras, El Salvador, Nicaragua and Panama — from their colonial origins to the present. Primary emphasis will be on the 19th and 20th centuries from independence to recent struggles for social, cultural, and economic self-determination and an analysis of the complex relationship between Central America and the United States. **Kirby. 4**

324—LATIN AMERICA AND THE UNITED STATES. An historical survey of Latin America from independence to the present that will focus on a number of key countries within the region along with some attention given to Caribbean nations. The theme of this course is the historic struggle of Latin American peoples to overcome class and cultural divisions from within and to secure self-

determination from external controls. Emphasis will also be given to the role that the United States has played in Latin America, especially since the late 19th century. **Kirby. 4**

325—A HISTORY OF SOUTHERN AFRICA. In the late twentieth century, the peoples of Southern Africa are searching for solutions to past and present conflicts in order to create a more hopeful future, but the burden of a history marked by domination, exploitation and conflict weighs heavily on the present. Can South Africa move beyond apartheid? Can peace and stability replace civil war in Angola and Mozambique? Can the countries of the region work together to achieve a higher level of material well being for their people? This course will pursue these questions through an historical analysis of the development of South Africa and its neighbors and their interaction, expecially in the last two centuries. **Schilling. 4**

326—THE CONFUCIAN CLASSICS. An examination of the basic texts of the East Asian cultural tradition which define human nature, what it is to be moral, and a complex political philosophy. The canon of Confucian classics has probably been the most influential in world history. They still provide the modern ground of discourse for the Chinese, Vietnamese, Korean and Japanese peoples. Research papers may focus on the original canon, or on their application to any of the cultural traditions mentioned above. **Keenan. 4**

327—THE MODERN FATE OF CONFUCIAN CHINA. This course compares China's first westernization movement in the 1870s with the opening to the west in the People's Republic of China in the 1970s. Both reform movements take place in non-capitalist Chinese economic and political orders, yet were committed to internalizing aspects of foreign capitalist society. The successes and failures of the first movement will shed light on the second movement which is still continuing. **Keenan. 4**

328—VIETNAM AT WAR. Beginning with the clash of dynastic order and French colonialism in the nineteenth century, the course will examine the genesis of Vietnamese nationalism, and the nature and consequences of the Vietnamese struggle for national liberation. Post-WWII warfare will be studied in the context of the larger Cold War, including the rise of communism in China, and the Korean War. This course may not be used for history majors to meet the Non-Western requirement. **Keenan. 4**

337—THE AGE OF THE RENAISSANCE. An examination of European history in the 14th and 15th centuries. Emphasis will be placed on intellectual developments and on the social and political context which shaped these developments. **M. Gordon. 4**

338—THE AGE OF THE REFORMATION. An examination of European history in the 16th and early 17th centuries. Emphasis will be placed on political and intellectual developments and on the social context which shaped these developments. **M. Gordon. 4**

351—GENERATION OF MATERIALISM, EUROPE, 1870-1914. A portrait of society, politics, and culture in the era prior to World War I. **Schilling. 4**

353—WAR AND REVOLUTION IN THE 20th CENTURY. An examination of how the twin forces of war and revolution have shaped the character of our contemporary world. Geographically, the course will focus primarily on Europe. **Schilling. 4**

354—THE RISE AND FALL OF NAZI GERMANY. This course examines the origins, nature, and consequences of the National Socialist movement and state in the context of modern German history. **Schilling. 4**

361-362—DIRECTED STUDIES. **Staff. 3-4**

363-364—INDEPENDENT STUDIES. **Staff. 3-4**

371—THE WITCH-HUNT IN EARLY MODERN EUROPE AND COLONIAL AMERICA. This course focuses on the "Witch Craze" of the 16th and 17th centuries. It examines the witch-hunts and the world in which they occurred, in order to understand such issues as the nature of early modern witch beliefs, the causes behind an increasing fear of witches and the responses to that fear, and the question of why women in particular were identified with witchcraft. **A. Gordon. 4**

Other

380-385—STUDIES IN HISTORY. Intensive study of selected periods or topics in History. May be taken more than once for credit. Examples of recent topics are: Gender and Revolution in Europe, 1788-1920; History of History; Holocaust in History. **Staff. 4**

399—ADVANCED TOPICS IN HISTORY. A general category used only in the evaluation of transfer credit.

430—SEMINARS. Required of senior history majors. These courses involve the preparation of a research paper on topics that will vary each semester. **Staff. 4**

451-452—SENIOR RESEARCH. Research in selected topics of History. Staff. 4

461-462—INDIVIDUAL WORK FOR HONORS. Staff. 4

The Honors Program

The Honors Program is designed especially for outstanding students in the college. It consists of seminars intended to meet the intellectual aspirations and expectations of highly motivated and academically gifted students. Working closely with the Director of the Honors Program and their faculty advisers, Honors students may enroll in a select list of seminar offerings during the students' Denison career. Special academic events take place each semester for students in the Honors Program. Most Honors seminars meet a General Education Requirement of the college.

The Honors Program newsletter, "Arete," published quarterly, keeps Honors students abreast of current activities in Honors work. An Honors Symposium is held annually. Visiting scholars meet regularly with students in the Honors Program.

The Honors Program Director chairs the Fellowship Committee. Students interested in applying for the Rhodes, Marshall, Fulbright, Truman and Madison Fellowships should meet with the Director early in their academic career.

Gilpatrick House: The Honors Center

The Honors Program "home" is Gilpatrick House. This restored Victorian house is centrally located on the Denison campus and serves as the locus for Honors Program activities. The ground level contains a seminar room (modeled after Brasenose College, Oxford), a commons for discussion groups and informal seminars and the administrative offices for the Honors Program. The upstairs serves as a residence area for ten students in the Honors Program. The Gilpatrick Fellow assists in planning co-curricular events for students in the Honors Program. A popular event is the Gilpatrick Chowder Hour. This faculty-prepared luncheon for twenty students and faculty, followed by discussion on a current topic, takes place five or six times during term.

Academic Structure of the Honors Program

A. Denison students with a 3.4 GPA are *eligible* to *register* for seminars in the

Honors Program.

B. To be a *member* of the Honors Program and to graduate from the Honors Program, a student needs to complete the following requirements:

1. Achieve and maintain a 3.4 GPA by the end of the sophomore year.
2. Declare intention to the Director of the Honors Program to complete the requirements in the Honors Program no later than pre-registration time in the fall of the junior year.
3. Complete at least two Honors seminars during the first four semesters.
4. Complete at least four Honors seminars during the Denison career.
5. Complete an Honors project in a department or program.

Students wishing to declare the intention to complete the Honors Program requirements should discuss this option with the Director of the Honors Program no later than the end of the sophomore year.

A student may participate in the seminars ("A" above) without completing the specific requirements in "B."

First-Year Seminars

Each fall semester, several seminars designed specifically by the Honors faculty are directed toward the special academic aspirations of highly talented entering first-year students. Many topics change yearly. Entering first-year students receiving invitations to the Honors Program may register for one or more seminars. Honors seminars at the 100 level meet one First-Year Studies requirement.

Prerequisites: Entering first-year students with outstanding secondary school records and elected by the Honors Program faculty are invited to participate in the Honors Program during the first year. Following the first semester of the first year, every first-year student with a 3.4 or higher grade point average is extended an invitation. Moreover, upon a faculty recommendation to the Honors Program Director, a student who excels in a particular area may be invited to enroll in an Honors seminar or course.

First-Year/Sophomore Seminars

Each semester, seminars designed specifically by the faculty for the Honors Program are offered for first- and second-year students. The topics change by semesters. Students receiving invitations may register for one or more seminars each term.

Prerequisites: Entering first-year students with outstanding secondary school records and elected by the Honors Program faculty are invited to participate in the Honors Program during the first year. Following the first semester of the first year, every first- and second-year student with a 3.4 or higher grade point average is extended an invitation. Moreover, upon a faculty recommendation to the Honors Program Director, a student who excels in a particular area may be invited to enroll in an Honors seminar or course.

Sophomore/Junior/Senior Seminars

Each semester, seminars designed for upperclass men and women doing Honors work are offered. Topics change by semesters.

Prerequisites: Sophomore standing, 3.4 or higher grade point average or nomination by faculty member to the Honors Program Director. In some

semesters, specific Honors seminars are open to all students in the Honors Program.

Sophomore/Junior/Senior Great Books Seminars

A seminar in the Great Books is offered each semester in the Honors Program for sophomore, junior and senior students. Occasionally, different seminars are offered with the special interests of students and faculty in mind.

Prerequisites: Sophomore standing and a 3.4 or higher grade-point average or nomination by a faculty member to the Honors Program Director.

Professor of Philosophy Anthony J. Lisska, Director

Professor of History Marlee Meriwether, Acting Director, 1996-97

Faculty Staff (Fall, 1996)

Drs. C. Armstrong, S. Behdad, E. Buell, E. Buker, W. Clamurro, J. Freeman, R. Hood, G. Jacobsen, A. Katz, B. Keenan, B. Llanos, M. Meriwether, C. O'Keefe, W. Osborne. F. Porcheddu, D. Read, M. Ringer, R. Santoni, D. Schilling, T. Schultz, B. Tavakolian, M. Tuominen; Ms. G. Miller, Mr. P. Pauzé,

Faculty Staff (Spring, 1997)

Drs. C. Armstrong, E. Borishansky, K. Bork, E. Buker, T. Burczak, D. Childers, J. Cochran, J. Davis, S. Garcia, H. Heft, G. Jacobsen, W. Langston, L. McDonnell, M. Meriwether, J. Novak, M. Ringer, K. Sandin, R. Santoni, M. Snay, E. Stout, M. Tuominen; Mr. D. Bussan, Mr. P. Fanaritis, Mr. G. Parini

First-Year Honors Seminars

For Fall, 1996

142—BIO-SOCIAL DIMENSIONS OF BEHAVIOR — **Freeman. 4**

165—WORLD WAR I AND ITS LEGACY — **Dollard. 4**

168—FABLED LANDS AND IMAGINARY PLACES — **Porcheddu. 4**

175—EXPLORATIONS IN PHILOSOPHY:PLATO, SARTRE, GOD, EVIL — **Santoni. 4**

182—PERSPECTIVES ON THE AMERICAN ECONOMY — **Behdad. 4**

187—PEOPLE, CULTURE AND SOCIETY — **Tuominen. 4**

First-Year/Sophomore Honors Seminars

For Fall, 1996

127—SHAKESPEARE: FROM PAGE TO STAGE — **Ringer. 4**

165—MANDATE FROM HEAVEN IN CLASSICAL CHINA — **Keenan. 4**

167—THE LITERATURE OF EXPLORATION AND TRAVEL — **Read. 4**

190—THE PERSON IN LITERATURE — **O'Keefe. 4**

192—THE ARTS AND THE HUMAN EXPERIENCE — **Osborne. 4**

195—TALES OF ROGUES AND OUTCASTS: THE PICARESQUE **Clamurro. 4**

For Spring, 1997

126—THE CREATIVE PROCESS **Borishansky. 4**

141—EXPLORATIONS IN COGNITIVE SCIENCE **Langston. 4**

165—MASTERS & SLAVES: PLANTATION SOCIETIES IN COMPARATIVE PERSPECTIVE **Snay. 4**

168—RHETORIC OF THE POPULAR MEDIA **Davis. 4**

182—PERSPECTIVES ON THE AMERICAN ECONOMY **Burczak. 4**

198—THE FIGURE OF THE HERO IN LITERATURE **Cochran. 4**

First-Year/Sophomore/Junior/Senior Honors Seminars

For Fall, 1996

128—PLAYSCRIPT INTERPRETATION **Pauzé. 4**

143—ENTOMOLOGY: ANTLIONS, TIGER BEETLES & WOOLLY BEARS, OH MY! **Schultz. 4**

166—PLAGUES AND PEOPLES: THE ROLE OF DISEASE IN HISTORY **Meriwether. 4**

173—ACCELERATED ELEMENTARY FRENCH, PART I **Armstrong. 4**

185—DEMOCRACY AND FOREIGN AFFAIRS: AMERICA IN VIETNAM **Katz. 4**

186—DEMOCRATS AND REPUBLICANS **Buell. 4**

191—WOMEN AND POLITICAL LEADERSHIP **Buker/G. Miller. 4**

For Spring, 1997

128—DRAMA INTO OPERA **Ringer. 4**

138—DINOSAURS TO THE SPACE AGE: 225 BILLION YEARS OF EVOLUTION **Bork. 4**

172—BYZANTIUM: THE IVY AND THE CROSS **Jacobsen/Sandin. 4**

174—ACCELERATED ELEMENTARY FRENCH, PART II **Armstrong. 4**

192—THE PSYCHOLOGY OF SPORTS **Fanaritis. 4**

194—SPORTS AND KINESIOLOGY **Parini. 4**

268—SHAKESPEARE **McDonnell. 4**

274—FOLLOWING THE MILKY WAY: A PILGRIMAGE TO SANTIAGO **Armstrong/Garcia. 4**

292—LEGAL & ETHICAL CHALLENGES EMERGING IN MODERN MEDICINE **Childers/Novak. 4**

Sophomore/Junior/Senior Honors Seminars

For Fall, 1996

265—THE HOLOCAUST: CONFRONTING EVIL **Schilling. 4**

285—POST-MODERNISM & PUBLIC POLICY **Buker. 4**

287—WOMEN, DEVELOPMENT & ECOLOGY **Tavakolian. 4**

297—THE GENDERING OF SELF AND CULTURE: LATIN AMERICAN WOMEN IN THE ARTS **Llanos. 4**

393—THE GREAT BOOKS: THE GREEK ERA **Jacobsen. 3**

For Spring, 1997

188—SEXUAL INEQUALITY **Tuominen. 4**

196—TOPICS IN MIDDLE EASTERN HISTORY **Meriwether. 4**

286—GENDER JUSTICE **Buker. 4**

394—THE GREAT BOOKS: THE MEDIEVAL ERA **Jacobsen. 3**

Junior/Senior Seminars

For Spring, 1997

342—SOCIAL IMPLICATIONS OF PSYCHOLOGICAL THEORY **Heft. 4**

Some probable seminar listings for 1997-98:

Faculty: to be selected

125—THE AMERICAN MUSE: AMERICAN POETRY IN SONG

135—COSMIC QUESTIONS IN ASTRONOMY

141—EXPLORATIONS IN COGNITIVE SCIENCE

142—BIO-SOCIAL DIMENSIONS OF BEHAVIOR

166—PLAGUES AND PEOPLES: THE ROLE OF DISEASE IN HISTORY

167—THE LITERATURE OF EXPLORATION AND TRAVEL

172—COMPARATIVE MYTHOLOGY

173/174—ACCELERATED ELEMENTARY FRENCH, PARTS I & II

175—PHILOSOPHICAL INSTIGATIONS

182—PERSPECTIVES ON THE AMERICAN ECONOMY

187—HUMAN NATURE AND SOCIOCULTURAL DIVERSITY

188—SEXUAL INEQUALITY

192—THE PSYCHOLOGY OF SPORTS

195—TALES OF ROGUES AND OUTCASTS: THE PICARESQUE

196—IMAGES OF THE MIDDLE EAST

286—GENDER JUSTICE

393-394—THE GREAT BOOKS

Note: All seminar numbers refer to Honors Program course listings.

N.B.: This 1997-98 list is for informational purposes only. It indicates the breadth of seminar offerings in the Honors Program. A listing of seminars for 1997-98 may be obtained from the Office of the Honors Program in Gilpatrick House after March 1, 1997.

International Studies

Committee: Gary Baker, Sohrab Behdad,Patti Brown, John Cort, Laurel Kennedy, Paul King, Margaret Meriwether, James Pletcher, Bahram Tavakolian

Guidelines

Students may choose a concentration in International Studies in conjunction with a major in any department or program that offers the concentration. Students are expected to focus on international topics within their major and to pursue an integrated program in language, arts, humanities and social sciences outside their major. Students must declare International Studies as a concentration no later than the end of their sophomore year.

General Requirements

The general requirements for a concentration in International Studies are:

a) Two modern language courses (or their equivalent) beyond the GE requirements. These courses may be taken in the same language that the student uses to fulfill the GE requirements; alternatively, students may take two additional courses in one new language. Courses taken to satisfy this requirement must be taught in the target language whether they are introductory courses in the language or courses on literature or culture.

b) One introductory course in the social sciences (outside the major) from the following courses: Economics 190; Political Science 221, 222 or 242; or Sociology/ Anthropology 100.

c) One intermediate or advanced culture/history/area study course selected from outside one's major, such as: Art 290, 291 or 292; English 351 or 357; History 211, 233, 235, 238, 272, 321, 327, 328 or 353; Latin American Studies 201; French 312 or 315; German 301 or 311; Spanish 220, 224, 225, 315 or 316; Chinese 205, 206, 305; Religion 215, 216 or 233; or Sociology/Anthropology 319, 320, 323, 325, 335 or 336.

d) One political economy course selected from the following list: Economics 302, 312, 313 or 323; Political Science 308, 322, 323, 324, 325, 355 or 357; Sociology/Anthropology 321, 333, 340 or 344.

e) Two intermediate or advanced courses with an international orientation in student's major in addition to the requirements for the major.

f) The International Studies senior seminar (IS 350) in the fall semester of the senior year.

Any one of the above courses can count for only one of the concentration requirements.

Departments and programs may add additional requirements within their major and/or may restrict the selection of courses within the above categories for their own majors with a concentration in International Studies. Students must consult with their advisers about the specific requirements for the International Studies concentration in their majors.

Study Abroad Programs

Students are encouraged to participate in "Study Abroad Programs." Students must go abroad before their senior year. The courses taken abroad may satisfy the above requirements subject to the approval of student's major department or program for courses in the outside student's major.

Latin American and Caribbean Studies

Assistant Professor Carmelo Esterrich, Director

Faculty: William Clamurro, Carmelo Esterrich, Carol Goland, Eduardo Jaramillo, Paul King, John Kirby, Bernardita Llanos, Kent Maynard, Anita Waters, David Woodyard.

Guidelines

Denison University offers interdisciplinary concentrations in Latin American and Caribbean Studies to students majoring in selected departments. Within their major, students may focus on topics relevant to Latin America and the Caribbean. Beyond their major, students are expected to pursue an integrated program focusing on the languages, arts, humanities and social studies of the Latin American and Caribbean region. Students should declare Latin American and Caribbean Studies as a concentration, along with their major, no later than the end of their sophomore year.

Requirements

Requirements for the Concentration:

A. Two modern language courses (or the equivalent) beyond the general education requirements in a language spoken in the Latin American and Caribbean Area (Spanish, Portuguese, French, Dutch, or an indigenous language). The two courses may be the first two semesters in one of these languages, if the student has already fulfilled the General Education requirement in a language that is not spoken in the area.

B. Latin American Studies 201, "Introduction to Latin American Studies" (taught in English) or Spanish 335 "Introduction to Latin American Culture" (taught in Spanish).

C. Sociology/Anthropology 319, "Indian Societies of Latin America" or Sociology/ Anthropology 339, "Culture, Identity and Politics in the Caribbean."

D. History 323, "History of Central America," or 339, "History of Latin America."

E. Economics/Religion 319, "The Human Condition: Economic Factors and Theological Perspectives" or another course that is cross-listed with the Latin American or Caribbean Studies Program.

F. One semester of Senior Research. The project may be written in English, even if the student's major is Spanish or French. Where possible this could be done in conjunction with the student's major.

Departments and Programs may add further requirements within their major in order to fulfill the concentration in Latin American and Caribbean Studies.

Study Abroad

Students are strongly encouraged to participate in study abroad programs during

the junior year. The courses taken abroad may satisfy one or more of the above requirements subject to the approval of the student's Department or Program for courses in the major, and the Latin American and Caribbean Studies Program Committee for courses outside the student's major.

Mathematics

Associate Professor Joan Krone, Chair
Professor Daniel D. Bonar, Acting Chair (1996-97)

Professors Daniel D. Bonar, Todd H. Feil, Zaven A. Karian; Associate Professors Joan Krone, Michael D. Westmoreland; Assistant Professors Ron Bartlett, Alain D'Amour; Instructor Scott Ahlgren

Program Guidelines

The Mathematics curriculum is designed so that students will have a sound theoretical understanding of mathematics and an understanding of a variety of applications of mathematics. The study of mathematics is a challenging activity that sharpens logical reasoning and improves problem solving skills.

Students interested in Mathematics, Mathematical Economics, or the Natural Sciences should take 123-124 followed by 222 and 231 by the end of the sophomore year.

For research opportunities in mathematics see the Oak Ridge Science Semester listed elsewhere in this catalog.

Students interested in taking only one or two courses in Mathematics should choose 102, 121, or 123.

Requirements for Degrees in Mathematics

The core portion for the B.A. degree consists of Mathematics 123, 124, 210, 222, 231, and one of 321 or 332. The mininmum requirement for a B.A. in mathematics is the core plus four courses from the list: 322, 331, 334, 341, 342, 351, 352, 356, 400 and 321 or 332, whichever was not used to satisfy the core.

The B.S. program consists of seven core courses (123, 124, 210, 222, 231, 321, 332) and six electives chosen from 322, 331, 334, 341, 342, 351, 352, 356, 400.

Requirements for a Degree in Mathematical Sciences

The Department of Mathematics and Computer Science also offers a B.A. degree in Mathematical Sciences. This degree offers the student a broad background in mathematics, computer science and statistics. The requirements are Math 123, 124, 222, 231, 331, 341 and 342 and Computer Science 171, 173, 271 and 272.

A minor in Mathematics consists of 123, 124, 210, 222, 231 and Computer Science 171 and two mathematics courses at the 300 level or above.

Additional Guidelines

It is recommended that a B.A. candidate in Mathematics consider a second major or a strong minor. Economics would be a reasonable second major or

minor for students planning to go into business or into an MBA program following graduation. Computer Science would also be a strong second major or minor.

Students who intend to pursue graduate study in mathematics should take a B.S. major.

Combined Major in Mathematics and Economics

A student interested in quantitative aspects of economics who wishes to work for advanced degrees in Business or Economics with a strong Mathematics background may elect this combined major. Requirements are Computer Science 171, Mathematics 123, 124, 222, 231, 341, and any two courses from the list: 331, 342, 331, 351, and 356 (see prerequisites for 356) and Economics 190, 201, 202, 207, 332 and an additional course from the 301-340 sequence or 440.

Course Offerings

102—STATISTICS — DATA ANALYSIS. An introduction to statistical reasoning and methodology. Topics include exploratory data analysis, elementary probability, a standard normal-theory approach to estimation and hypothesis testing, and simple linear regression. Not open for credit to students who have taken Psychology 370 or Mathematical Sciences 341. Offered each semester. **Staff. 4**

116—COLLEGE ALGEBRA AND TRIGONOMETRY. The primary function of this course is to prepare students with weak backgrounds to take 123 (Calculus). Offered once each year. **Staff. 4**

121—ESSENTIALS OF CALCULUS. A one-semester introduction to single-variable differential and integral calculus and selected topics in multi-variable calculus. Emphasis is given to applications from the biological and social sciences. (123 may be taken after this course, but for 2 additional credit hours.) **Staff. 4**

123-124—CALCULUS I, II. A two-semester introduction to single variable calculus. Topics include limits, derivatives, integrals, applications of calculus, and indeterminate forms. Each course offered each semester. Prerequisites: Four years of high school mathematics or 116 or equivalent for 123. **Staff. 4**

199—INTRODUCTORY TOPICS IN MATHEMATICAL SCIENCE. A general category used only in the evaluation of transfer credit. **Staff. 4**

200—TOPICS IN MATHEMATICS AND COMPUTER SCIENCE. (Also listed under Computer Science offerings.)

210—INTRODUCTION TO PROOF TECHNIQUES. An introduction to proof writing techniques. Topics will include logic and proofs, set theory, relations and functions, cardinality and mathematical induction. Offered each year. **Staff. 4**

222—CALCULUS III. Series and multiple variable calculus together with a rigorous review of beginning calculus. Offered each semester. Prerequisite: 124 or consent. **Staff. 4**

231—ELEMENTARY LINEAR ALGEBRA. Emphasis on topics such as matrix algebra, systems of linear equations, vector spaces, linear transformations, eigenvalues, diagonalization and computational techniques. Prerequisite: 124 or consent. Offered each semester. **Staff. 4**

299—INTERMEDIATE TOPICS IN MATHEMATICAL SCIENCES. A general category used only in the evaluation of transfer credit.

321—ADVANCED ANALYSIS I. Thorough analysis of limits, continuity, differentiation, integration, and uniform convergence of infinite series. Prerequisites: 210, 222, 231. Offered each fall. **Staff. 4**

322—ADVANCED ANALYSIS II. Vector calculus and differential geometry. Prerequisites: 210, 222, 231. **Staff. 4**

331—DISCRETE AND COMBINATORIAL MATHEMATICS. Sets, relations functions, and topics chosen from graph theory. Boolean algebra, semigroups, propositional logic, and combinatorics. Offered each fall. Prerequisite: 210 and Computer Science 171. **Staff. 4**

332—ABSTRACT ALGEBRA. A study of the structure and properties of groups, rings, and fields. Prerequisite: 210, 231. Offered each spring. **Staff. 4**

334—THEORY OF COMPUTATION. (Also listed under Computer Science offerings.) This course is a study of formal languages and their related automata.Turing machines, unsolvable problems and NP-complete problems. No lab. Prerequisite: Computer Science 171. **Staff. 4**

341-342—PROBABILITY AND MATHEMATICAL STATISTICS. The probability is developed by studying combinatorics, probability models, moment generating functions, limit theorems, and conditional probability. Topics in statistical decision theory and inference are then examined: classical and Bayesian estimation, hypotheses testing, and the general linear model. Prerequisite: 124 for 341, 341 for 342. Course offered each year. **Staff. 4**

351—DIFFERENTIAL EQUATIONS. Topics from the theory of linear and nonlinear differential equations. Prerequisite: 222. Offered each spring. **Staff. 4**

352—NUMERICAL ANALYSIS. (Also listed under Computer Science offerings.)Topics from numerical quadrature, numerical integration of differential equations, matrix manipulations, and solution of nonlinear equations. Prerequisites: 222, 231, and 351 recommended. Offered in spring 1997-98 and alternate years. **Staff. 4**

356—MATHEMATICAL MODELING AND COMPUTER SIMULATION. (Also listed under Computer Science offerings.) A systematic treatment of the theory, applications, and limitations of modeling. Applications may include linear optimization, difference equations, queuing, and critical path problems. Simulation will be included as an applicational method, and the discussion of a simulation language such as SIMSCRIPT, GPSS, or DYNAMO may also be included. Prerequisites: 341 and Computer Science 173. **Staff. 4**

361-362—DIRECTED STUDY. **Staff. 3**

363-364—INDEPENDENT STUDIES. **Staff. 3**

399—ADVANCED TOPICS IN MATHEMATICAL SCIENCE. A general category used only in the evaluation of transfer credit.

400-401—ADVANCED MATHEMATICAL TOPICS. Prerequisite: 222 or consent.
a. Topology
b. Number Theory
c. Complex Variables
d. Real Variables
e. Geometry
f. Applied Mathematics **Staff. 4**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Media Technology and Arts

Associate Professors Suzanne Condray, Laurel Kennedy; Assistant Professors: Rick Brunetto, David Bussan

Guidelines

Students of the Media Technology and Arts program are afforded the unique opportunity to combine the elements of three major disciplines. Through courses in Communication, Music and Theatre and Cinema, students are trained in the theory and implementation of media technology. Courses are designed to give students experiences that apply classroom concepts to the actual production of artistic works.

Core courses introduce students to a technical knowledge of cinematic technique, audio recording, editing and writing. Beyond the core requirements, students may elect to focus in one of three disciplines. Ultimately, senior majors will be required to integrate coursework from all of the three areas in designing and producing a research project.

Requirements

Requirements for the proposed 45 credit hour major will include a core of eight courses and two elective courses from the disciplines represented. To enhance the interdisciplinary nature of the major, students are also required to undertake a research practicum in their junior year and complete an integrative and individually designed senior research project, which may or may not be submitted for Honors.

Core Course Requirements:
Each of the following courses are required for a major:

Communication 147: Media Literacy (To be taken in the first or second or year)
Communication 225: Radio & TV in America
Communication 308: Newswriting *or* Comm 309: Scriptwriting
Music 116: Techniques of Multi-Track Recording and Computer Music Notation (Recommended to be taken in conjunction with Cinema 219)
Music 117: Audio Engineering and Computer Notation Practicum
Theatre/Cinema 219: Elementary Cinema Production (Recommended to be taken in conjunction with Music 116)
Theatre/Cinema 310: Video Theory and Production
Theatre/Cinema 326: History of Cinema
Media Technology & Arts 300: Research Practicum (1 credit)
Senior Research 451or 452

Elective Courses Required:

Two electives from the following list of courses are also required.

Communication 301: Media Programming & Economics

Communication 308: Newswriting OR Comm: 309 Scriptwriting (whichever course not used to fulfill core requirements)
Communication 311: Media Ethics
Communication 328: Communication Law
Music 103: Musicianship (formerly Fundamentals of Music)
Music 104: Music Theory I
Music 105: Music Theory II
Music 204: Music Theory III
Theatre/Cinema 328: Screenwriting
Theatre/Cinema 410: Advanced Cinema Production
Theatre/Cinema 419: Cinema Workshop

Course Offerings

Communication

147—MEDIA LITERACY. While most of us are proficient consumers of visual electronic media--we have the speed of symbol-recognition and comprehension skills to be adept "readers" --few of us have been taught to bring to that reading the critical skills we learn in the study of lietrature, music or art. We rarely question how the historical, political or social position of the "author" or the technical production environment determine the nature of the finished product. In this course we examine the rhetoric of television images and study the codes used, in order to understand how the images reflect the manufacturing process of which they are a product and to reflect on how the construction process limits the "reality" which television presents. First-year student only or consent. **Kennedy. 4**

225—RADIO & TV IN AMERICA. The history of radio and television development; a study of the structure of broadcasting; comparative study of broadcasting practices in other countries; the objectives of radio and television as a social force and cultural influence; a study of program types; and the analysis of existing programs aimed toward the development of acceptable standards for broadcasting. **Kennedy. 4**

301—MEDIA PROGRAMMING & ECONOMICS. This course examines the economic influences on media content, the decision-making processes that influence the production of programming, and the influence of new technologies on programming. Prerequisite: Comm 225. **Kennedy. 4**

308—NEWSWRITING. The course focuses on newswriting for print, radio and television. In addition to analyzing messages for each medium, each student will be responsible for preparing select written assignments and group projects. **Condray. 4**

309—SCRIPTWRITING. A course introducing techniques of non-fiction and fictional writing for video. Assignments and course materials examine research, narration, characterization, dialogue, plot development, script design and other aspects of writing for documentary, dramatic and comedic programming. **Condray. 4**

311—MEDIA ETHICS. This course explores the range of ethical issues which face professionals working in mass communication industries and introduces methods of approaching and resolving such issues. To that end it employs a combination of lectures, discussion sessions and the use of case studies. Its focus is on case studies and the effects of decision-making on the broad range of constituencies of mass communication practitioners. **Staff. 4**

328—COMMUNICATION LAW. Communication Law examines the constitutional and statutory principles associated with the First Amendment issues of free speech and free press. The course examines legal decisions, governmental regulatory doctrines, and self-regulatory practices which inform First Amendment law. Particular topics discussed include censorship, obscenity and pornography, libel law, privacy, governmental secrecy, regulation of broadcasting and advertising, issues of free press/fair trial, and entertainment law. **Condray. 4**

Music

103—MUSICIANSHIP. A course designed for the general student in the basic fundamentals of music designed to facilitate the reading and understanding of musical syntax. Students will also be introduced to the new technology, including computer music notation and MIDI sequencing. **Brunetto. 4**

104-105—MUSIC THEORY I, II A course in the harmonic structure of tonal music plus aural and keyboard training. Students should know how to read music. **Borishansky. 4**

116—TECHNIQUES OF MULTI-TRACK RECORDING & COMPUTER MUSIC NOTATION. Instruction includes the operation of the Macintosh computer with MIDI keyboard interface along with training in recording studio engineering techniques in a fully-equipped eight-track recording studio. Students will participate in two lectures each week in addition to smaller team labs where they will work in the production and recording of live music. **Brunetto. 4**

117—AUDIO ENGINEERING AND COMPUTER NOTATION PRACTICUM. Advanced instruction in media production for radio and television including audio playback to video using SMPTE time coding and the complete production of a recording from basic tracks to mixing and two track mastering for album pressing Computer notation and sequencing with MIDI is explored to the fullest. Prerequisite: Music 116 **Brunetto. 4**

204—MUSIC THEORY III. A continuation of Music 105, including chromatic harmony and investigation into 20th century harmony and style. Prerequisite: Music 104-105 **Borishansky. 4**

Theatre & Cinema

219—ELEMENTARY CINEMA PRODUCTION. An introductory course exploring the nature of the cinematic medium from the point of view of production and technique, with an emphasis upon cinema as an aesthetic form. Each student will complete a series of film projects in 16mm format. Some attention will be paid to videoproduction. The student will be required to share in the expenses involved in his or her film production. Required of Cinema majors. No prerequisites. **Bussan. 4**

310—VIDEO THEORY AND PRODUCTION. A course in video examining this electronic-based medium in both theory and practice. Students will complete a series of short video projects in several genres--documentary, narrative and experimental. Emphasis will be placed on comparisons between video and film, film grammar and all facets of production. Offered once each year. Students will be required to share in the expenses of their productions. Required of Cinema majors. Prerequisites: 219. **Bussan. 4**

326—HISTORY OF CINEMA. A survey of the social and aesthetic impact and development of cinema from its literary and technological origins in the 19th century, through the French and American development of the early silent cinema, Soviet expressive montage, German expressionist cinema, the French surrealist avant garde, the studio years of Hollywood, Italian neo-realism, the new wave, and contemporary developments, including the recent influence of electronically genrated and broadcast cinema. Offered every other year. Screenings, readings, research, and critical papers. Required of Cinema majors. **Stout. 4**

328—SCREENWRITING. A course offering a small group of students guided practice in dramatic writings for the screen. This seminar will include readings, film viewing, script analyses and weekly writing exercises, with emphasis upon the dramatic feature screenplay. Offered every other year. Prerequisite:one previous cinema course, junior or senior standing, or consent. **Stout. 4**

410—ADVANCED CINEMA PRODUCTION. A production course designed for the advanced student of cinema. A rigorous and intensive practical course in the techniques of sound motion picture production. Working in the 16mm format, students will complete a series of individual and group projects. Production managements, camera work, sensitometry, lighting, sound recording and mixing, double-system editing, printing and laboratory processes. Offered once each year. The student is expected to share in the expenses of his or her production work. Required of Cinema majors. Prerequisite: Theatre/Cinema 219 **Stout.4**

419—CINEMA WORKSHOP. Designed for a limited number of students who have demonstrated significant ability in cinema production. The course will involve the student in the creation of works

of cinematic art in 16mm sound format as a total process from script to screen. Some advanced video production may be permissible, by consent. Admission by consent. The student will be expected to share in the expenses of his or her production work. Offered each semester. Repeatable up to a limit of 16 credit hours. *It should be noted that Cinema Workshop is not designed to provide professional training but rather to permit the student to explore his or her creative abilities while employing professional tools and procedures.* Prerequisites: Theatre/Cinema 219 and 410

Stout,Bussan. 4

300—RESEARCH PRACTICUM. A course in which, through collaboration with other majors and independent study, students research and design a project to be undertaken during the senior year. Required in the Spring semester of the junior year. **Condray.1**

361-362—DIRECTED STUDY. **Staff.** 4

363-364—INDEPENDENT STUDY. **Staff.** 4

451-452—SENIOR RESEARCH. A capstone experience in which students individually or in collaboration with other majors create and produce a media project which integrates skills and artistic expression acquired through their interdisciplinary coursework. (A minimum of 4 credit hours required.) **Staff.** 4

Modern Languages

Associate Professor Susan Paun de Garcia, Chair

Professors William H. Clamurro, Charles O'Keefe, Ilse Winter; Associate Professors Gary L. Baker, Judy Cochran, Susan Paun de Garcia, J. Eduardo Jaramillo, Bernardita Llanos; Adjunct Associate Professor John D. Kessler; Assistant Professors Christine L. Armstrong, John F. Boitano, Carmelo Esterrich, Xinda Lian, Michael Sisson, part-time

Departmental Guidelines

Educated people spend their lives trying to grow in political, social and intellectual freedom. One kind of intellectual freedom requires us to break away from the notion that our native language is the most natural and apt means of expressing the full range of human experience. An education can start with the discovery that **all** words are purely conventional devices. They are nonetheless tools that stir emotions, articulate ideas, and establish relationships with others. Learning a foreign language contributes to our education by providing an intimate exercise in cultural and linguistic concepts that open up new vistas on what it can mean to be human. Furthermore, foreign-language courses allow entry into the subjectivity of the target language on its own cultural and linguistic grounds, thus making possible a different and more profound redefinition of culture.

Our basic courses offer the opportunity to start acquiring the skills and knowledge necessary for the eventual mastery of a foreign language. When students take full advantage of that opportunity, they can use the target language in subsequent courses dealing with the foreign culture. The Department emphasizes the use of a foreign language in most of its courses because it believes that students can best appreciate a foreign culture from within its own mode of expression.

With a view toward career opportunities, the Department encourages integrating foreign language study with a variety of other academic areas, such as history, philosophy, international studies, environmental studies, biology, economics, political science, and English. Courses in area studies and literature,

aside from their intrinsic worth, also present multiple opportunities for experiences with other cultures and various realms of intellectual activity.

A student wishing to spend a summer, a semester, or a year abroad with programs approved by Denison should consult members of the Department and the Office of Off Campus Studies (see "Off Campus Programs"). Opportunities to improve the student's command of the language are provided on the campus by the language tables, foreign films, club meetings, field trips, and similar activities sponsored by the Department.

Certification by the Department of Education of the State of Ohio requires a minimum of 45 semester-hours of credit in one language, including courses at the beginning and intermediate levels.

General Departmental Regulations

Students planning to major in the Department or to receive a teaching certificate are advised to begin course work in the first year. Those wishing to fulfill the basic requirement in language by continuing the one begun in secondary school will find it advantageous to begin their course work in the first year. The language requirement should be completed by the end of the junior year.

Course Offerings

Chinese

111-112—BEGINNING CHINESE. A comprehensive introductory course in modern standard Chinese through the four basic skills: aural comprehension, speaking, reading, and writing. The two beginning courses will concentrate on correct pronunciation and the four tones as well as the basic grammatical patterns. **Lian. 4**

205—CLASSICAN CHINESE LITERATURE IN TRANSLATION. A survey of Chinese literature from antiquity to the 13th century, providing acquaintance with, and enjoyment of, masterworks of various genres that have exerted great influence on the life and thought of Chinese people through the ages. (Normally offered in the fall.) **Lian. 4**

211—INTERMEDIATE CHINESE. Development of conversational skills. Comprehensive grammar will be the core of the course, along with further development of reading ability and more extensive oral practice. Prerequisite: 112 **Lian. 4**

212—INTERMEDIATE CHINESE. Further development of fluency in conversation and in reading. Emphasis on the students' ability to write Chinese characters through composition exercises. Prerequisite: 211 **Lian. 4**

305—TAOISM AND CHINESE LITERATURE. This course will examine a special group of early Chinese texts from antiquity to the 8th century that will not only enlighten, but also delight, modern readers: ancient Taoist texts written in fascinating literary style, and a variety of literary works informed with Taoist spirit. No knowledge of Chinese is required. (Normally offered in the spring.) **Lian. 4**

361-362—DIRECTED STUDY. Readings in Chinese texts. **Staff. 3-4**

363-364—INDEPENDENT STUDY **Staff. 3-4**

French

A student *majoring* in French must take the following nine courses:

French 305 (4 credits) — Textual Analysis and Stylistics

French 311-312 (4 credits each) — Survey of French Literature
French 315 (4 credits) — Area Studies
Four of the following courses in literature: 215 or 250, 316, 317, 319, 322 and one of the following:
French 415 (4 credits) — Advanced French
French 418 (3 credits) — Senior Seminar

A student *minoring* in French must take the following six courses:
French 213 (4 credits) — Intermediate Conversation and Composition
Either French 215 (4 credits) — Developing Reading Skills **or**
French 250 (4 credits) — French/Francophone Theater Readings & Performance
French 305 (4 credits) — Textual Analysis and Stylistics (or 415 Advanced French), and
French 311, 312 , 315 (French Literature and Area Studies)

111-112—BEGINNING FRENCH. A comprehensive introductory course in French through the four basic skills: aural comprehension, speaking, reading, and writing. Does not count as credit toward a major. **Staff. 4**

199—INTRODUCTORY TOPICS IN FRENCH. A general category used only in the evaluation of transfer credit.

209-210—ACCELERATED ELEMENTARY FRENCH. An accelerated section of introductory French designed for highly motivated students. This course emphasizes aural comprehension, speaking, reading and writing, while it allows completion of the 111-112-211 sequence in two semesters. **Staff. 6**

211—INTERMEDIATE FRENCH. A review of the structure of French. Emphasis placed on developing skills in speaking, writing, and reading. Prerequisite: 112 or placement. **Staff. 4**

213—INTERMEDIATE CONVERSATION AND COMPOSITION. Training and refining of skills in written and oral communication. Prerequisite: 211 or placement. **Staff. 4**

215—DEVELOPING READING SKILLS. Students will read extensively from French literary works and works of general culture. *Conducted in French.* Prerequisite: 213. May be taken concurrently with 213 or equivalent. **Staff. 4**

250—FRENCH/FRANCOPHONE THEATER READINGS & PERFORMANCE. We will first examine several plays from a literary perspective. We will then study, rehearse and perform a selected work for the public. The plays will be selected around a theme such as the Theater of the Absurd, Existentialism, Vaudeville, or will focus on playwrights such as Labiche, Sacha Guitry, Jean Genêt, Jean-Paul Sartre, Fernand Crommelynck, Hélène Cixous. *Conducted in French.* Prerequisite: 213 or equivalent. (Offered in Fall 1996). May be taken concurrently with 213 or equivalent. **Armstrong. 4**

299—INTERMEDIATE TOPICS IN FRENCH. A general category used only in the evaluation of transfer credit.

305—TEXTUAL ANALYSIS AND STYLISTICS. Approaches to comprehension and appreciation of literary writing through analysis of semantics, syntax and grammar. Recommended as preparation for advanced work in French. *Conducted in French.* Prerequisite: 213,215, 250 or equivalent.. **Staff. 4**

311—INTRODUCTION TO FRENCH LITERATURE (Middle Ages through the 18th Century). Introduction to major literary movements and figures with readings from representative authors. *Conducted in French.* Prerequisite: 305 or equivalent. **Staff. 4**

312—INTRODUCTION TO FRENCH LITERATURE (19th Century to the Present). Introduction to major movements and figures with readings from representative authors. *Conducted in French.* Prerequisites: 305 or equivalent. **Staff. 4**

315—AREA STUDY-FRANCE. The course deals with the question: "What makes the French French?" by examining several aspects of French culture (attitudes and concepts, child rearing and the process of socialization, the structure of the family and society, symbolic behavior). The approach compares American and French cultures. *Conducted in French.* Prerequisite: 213, 215, 305 or equivalent. **Armstrong, Boitano. 4**

316—MEDIEVAL AND RENAISSANCE LITERATURE. A thematic and genre-based study of representative works of the medieval and Renaissance periods. Topics will be selected from texts written by Chrétien de Troyes, Villon, Marie de France, Jean de Meung, Marguerite de Navarre, Rabelais, Montaigne, Christine de Pisan, Ronsard, Du Bellay and others. Prerequisite: 311, 312 or equivalent. *Conducted in French.* Offered in Fall 1997. **Armstrong.4**

317—17th-18th CENTURY LITERATURE. A thematic and genre-based study of representative works of the neoclassical and "Enlightenment" periods. Topics selected from the works of Corneille, Racine, Moliere, Pascal, La Bruyere, Saint Simon, Madame de Sevigne, Madame de Lafayette, Lacios, Voltaire, Diderot, Rousseau and Montesquieu. *Conducted in French.* Prerequisite: 311, 312 or equivalent. (Offered in Spring 1997). **Boitano. 4**

319—19th CENTURY LITERATURE. An examination of key texts of French Romanticism, Realism, Naturalism, and Symbolism. Works of Hugo, Balzac, Flaubert, Zola, Mallarme, and others. *Conducted in French.* Prerequisite: 311, 312 or equivalent. (Offered in Spring 1998.) **O'Keefe. 4**

322—DADA & SURREALISM. A thematic study of works representing these two currents in French literature, film and art. With emphasis on Tzara, Apollinaire, Cocteau, Breton, Aragon, Eluard, Dali, Buñuel, Man Ray and others. Prerequisite: 311, 312 or equivalent.(Offered in Fall 1996.)**Cochran. 4**

361-362—DIRECTED STUDY. **Staff. 3-4**

363-364—INDEPENDENT STUDY. **Staff. 3**

399—ADVANCED TOPICS IN FRENCH. A general category used only in the evaluation of transfer credit.

401/402—TOPICS IN AREA STUDY. A terminal integrating course of directed study to be taken in the senior year by the student majoring in Area Study (France). **Staff. 3-4**

415—ADVANCED FRENCH. Intensive review on the advanced level. Prerequisite: one course beyond 311-312. **Staff. 4**

418—SEMINAR. Advanced study of special topics in language, literature, or culture. Prerequisite: one course beyond 311-312 **Staff. 3**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

German

Students majoring in German must take a minimum of eight courses at the 300-400 levels. Four of the eight courses are obligatory:

301-Contemporary German Culture

311-Introduction to German Literature

314-Advanced Grammar, Composition and Conversation
416-Senior Seminar

Two of the four remaining required courses must be in literature, taken from Denison's course offerings or equivalent courses offered by an approved program abroad. The other two courses can be advanced language or civilization courses.

A student minoring in German must take at least three advanced language courses above the 211 level, one literature course, and one course in area studies. Recommended courses:

German 213-Intermediate Conversation
German 250-Readings in German Literature and Culture
German 301-Contemporary German Culture
German 314-Advanced Grammar, Composition and Conversation
German 311-Introduction to German Literature or one other literature course

111-112—BEGINNING GERMAN. A comprehensive introductory course in German develops the four basic skills: aural comprehension, speaking, reading, and writing. Does not count as credit toward a major. **Baker, Winter. 4**

199—INTRODUCTORY TOPICS IN GERMAN. A general category used only in the evaluation of transfer credit.

211—INTERMEDIATE GERMAN. The course is designed to improve comprehension of spoken and written German and to advance conversational skills. Grammar will also be reviewed. Prerequisite: 112 or placement. **Baker, Winter. 4**

213—INTERMEDIATE CONVERSATION AND COMPOSITION. Intensive practice in conversational skills on the intermediate level. Work in the language laboratory and composition will constitute a part of the course. Prerequisite: 211 or placement. **Baker, Winter. 4**

250—READINGS IN GERMAN LITERATURE AND CULTURE. The course guides and instructs students to analyze, understand, and evaluate a variety of texts. They will read several selections of short prose, poetry, and one or two plays. Although the emphasis is on reading and writing, there is ample opportunity to improve conversational skills. *Conducted in German.* Prerequisite: 211 or 213 or consent. **Baker, Winter. 4**

299—INTERMEDIATE TOPICS IN GERMAN. A general category used only in the evaluation of transfer credit.

301—CONTEMPORARY GERMAN CULTURE. An introductory course dealing with various aspects of Landeskunde including geography and topography, German history from 1945 to the present, including the events that led to Germany's unification in 1990. In addition, special topics such as the educational system, the status of women, environmental concerns, the mass media or others will be examined. *Conducted in German.* Prerequisite: 250 or 311 or 314 or consent. **Winter. 4**

311—INTRODUCTION TO GERMAN LITERATURE. The goal of the course is to train the students in the techniques of reading, interpreting, and evaluating literature. An equal amount of time (approximately four weeks) is devoted to short prose fiction, drama, and poetry, mostly from the 20th century. Short compositions in German throughout the semester constitute an essential element of the course. *Conducted in German.* Prerequisite: 250 or 314 or 301 or consent. **Baker, Winter. 4**

312—MASTERPIECES OF 20th CENTURY GERMAN LITERATURE AND FILM. A close study of works by Mann, Kafka, Hesse, Böll, Grass, and others. *Conducted in German.* Prerequisite: 311 or consent. (Not offered in 1996-97) **Baker, Winter. 4**

313—ADVANCED CONVERSATION AND COMPOSITION. Intensive practice in conversational skills on the advanced level. Weekly compositions are required. *Conducted in German.* Prerequisite: 213 or

314 or consent. **Baker, Winter. 4**

314—ADVANCED GRAMMAR,COMPOSITION AND CONVERSATION . Intensive review of grammar and writing skills which aims to increase oral and written accuracy. *Conducted in German.* Prerequisites: 250, 213, or 313. **Baker, Winter. 4**

317—GERMAN CLASSICS. An examination of literary masterpieces which deal with fundamental aspects of human experience: individual growth and self-realization, self and others, existence in time. Selected works by the following authors will be analyzed in detail: Goethe, Büchner, Schnitzler, Fontane, Rilke, Kafka and others. Prerequisite: 311 or consent. (Not offered in 1996-97) **Baker, Winter. 4**

321—THE ROMANTIC PERIOD IN GERMANY. A study of the works of Novalis, Tieck, Brentano, Eichendorff, Hoffman, Heine. Prerequisite: 311, or consent. (Not offered 1996-97.) **Baker, Winter. 4**

322—19th CENTURY PROSE AND DRAMA. Büchner, Hebbel, Keller, Meyer, Storm, Fontane, Hauptmann, and others. Prerequisite: 311 or consent. (Not offered in 1996-97) **Baker. 4**

361-362—DIRECTED STUDY. **Staff. 3**

363-364—INDEPENDENT STUDY. **Staff. 3**

399—ADVANCED TOPICS IN GERMAN. A general category used only in the evaluation of transfer credit.

416—SEMINAR. Advanced study of special topics in literature or culture. For seniors. *Conducted in German.* Prerequisite: 301, 311 and one other literature course. **Baker, Winter. 4**

451-452—SENIOR RESEARCH. **Staff. 4**

Spanish

The Spanish major consists of a minimum of nine courses above the 213 level. Spanish 213 is a prerequisite for Spanish 215 and all higher numbered courses. All students majoring in Spanish must take the following courses: Spanish 215, 220, and 230.

Students must then complete the major by choosing, with the consultation and approval of their adviser, six additional third- and fourth-year courses (3 third-year and 3 fourth-year).

Minor in Spanish

The minor in Spanish consists of at least five courses above the 213 level, including three required courses at the 200 level and two electives at the 300 or 400 level.

The following courses are required: 215, 220 and 230.

Course Offerings

Introductory Spanish

111—BEGINNING SPANISH I. An introductory course in Spanish that develops the four basic skills of listening, speaking, reading, and writing. Emphasis will be on basic language structure. **Staff. 4**

112—BEGINNING SPANISH II. A continuation of skill development in basic Spanish structures. *Conducted in Spanish.* Prerequisite: 111 or placement. **Staff. 4**

199—INTRODUCTORY TOPICS IN SPANISH. A general category used only in the evaluation of transfer credit.

211—INTERMEDIATE SPANISH. This course prepares the student for a functional comprehension and use of spoken and written Spanish and emphasizes the cultures of the Spanish-speaking worlds. *Conducted in Spanish.* Prerequisite: 112 or placement **Staff. 4**

213—COMMUNICATION SKILLS. An intermediate course to develop conversational and writing skills. *Conducted in Spanish.* Prerequisite: 211 or consent. **Staff. 4**

299—INTERMEDIATE TOPICS IN SPANISH. A general category used only in the evaluation of transfer credit.

Literature

220—INTRODUCTION TO HISPANIC LITERATURE. Reading and discussion of literary works from the Spanish-speaking world. Emphasis will be on utilizing language skills in the study and analysis of literature from Latin America, the United States and Spain. *Conducted in Spanish.* Prerequisite: 213. **Staff. 4**

320—SURVEY OF SPANISH LITERATURE. Survey of literary genres, periods and movements in Spain from the Middle Ages to the twentieth century. The main focus will be to give a sense of literary history and cultural context; readings will include representative selections from each period. *Conducted in Spanish.* Prerequisite: 220 or consent. **Clamurro, García. 4**

325—SURVEY OF LATIN AMERICAN LITERATURE. Survey of literary genres, periods and movements in Latin America from 1492 to the present. The main focus will be to give a sense of literary history and cultural context; readings will include representative selections from each period and movement. *Conducted in Spanish.* Prerequisite: 220 or consent.**Esterrich, Jaramillo, Llanos. 4**

420—SEMINAR IN PENINSULAR LITERATURE. Study and discussion in depth of a selected topic, writer or work from Peninsular literature. This course will involve the writing of a research paper. *Conducted in Spanish.* Prerequisite: 320, 325 or consent. **Clamurro, García. 4**

425—SEMINAR IN LATIN AMERICAN LITERATURE. Study and discussion in depth of a selected topic, writer or work from Latin American literature. This course will involve the writing of a research paper. *Conducted in Spanish.* Prerequisite: 320, 325 or consent. **Esterrich, Jaramillo, Llanos. 4**

399—ADVANCED TOPICS IN SPANISH. A general category used only in the evaluation of transfer credit.

Advanced Spanish

215—GRAMMAR REVIEW AND COMPOSITION. An intensive review of basic Spanish grammar and the development of skills in the composition of Spanish prose. *Conducted in Spanish.* Prerequisite: 213 or consent. **Staff. 4**

315—INTERMEDIATE GRAMMAR. Study and practical written application of Spanish grammar on a more advanced level; this course will on occasion include special topics in usage and style of contemporary written and spoken Spanish. *Conducted in Spanish.* Prerequisite: 215 or consent. **Staff. 4**

355—READINGS AND PERFORMANCE IN SPANISH AND LATIN AMERICAN THEATER. An in-depth study and public performance of a play written by an author from Spain or Latin America. Critical analysis will accompany active student involvement in the public performance of a play. *Performed in Spanish.* Prerequisite: 215, 220 or consent. **Staff. 4**

415—SEMINAR IN LANGUAGE. In-depth study and discussion of selected topics in language, linguistics or translation. *Conducted in Spanish.* Prerequisite: 315 or consent. **Staff. 4**

230—INTRODUCTION TO HISPANIC CULTURE. An introduction to the study of Hispanic cultures, both Peninsular and Latin American; this course presents the basic context of the customs, beliefs and values of the Hispanic peoples and seeks to provide a basis for more advanced study. *Conducted in Spanish.* Prerequisite: 215 or consent. **Staff. 4**

330—INTRODUCTION TO PENINSULAR CULTURE. A study of the attitudes, values, and beliefs of the Spaniard through history, institutions, traditions, and creative expression. *Conducted in Spanish.* Prerequisite: 230 or consent. **García, Clamurro. 4**

335—INTRODUCTION TO LATIN AMERICAN CULTURE. This course introduces students to the cultural diversity of Latin America, and offers a comprehensive study of the Latin American ethnos. *Conducted in Spanish.* Prerequisite: 213. **Jaramillo, Llanos. 4**

430—SEMINAR IN SPANISH CULTURE. An in-depth study of selected topics in the culture of Peninsular Spain. *Conducted in Spanish.* Prerequisite: 230, 330 or consent. **Clamurro, García. 4**

435—SEMINAR IN LATIN AMERICAN CULTURE. An in-depth study of selected topics in the culture of Latin America. *Conducted in Spanish.* Prerequisite: 230, 335 or consent. **Esterrich, Jaramillo, Llanos. 4**

Latin American Studies (Conducted in English)

201—INTRODUCTION TO LATIN AMERICAN STUDIES. A comprehensive introduction to the nature of the problems of the Latin American society. A general study of the geography, the historical background, the social, economic, and political contemporary developments as well as the influence of religion and ideology on the Latin American countries. **Esterrich, Llanos, Jaramillo. 4**

401—PROBLEMS IN AREA STUDY. A seminar intended to integrate student perspectives through selected topics. Primarily for students in the trans-departmental sequence Area Study: Latin America. **Esterrich, Llanos, Jaramillo. 4**

Denison Programs in Cuernavaca and Santander

The Summer Programs will provide five to six weeks of cultural and academic experiences in an hispanic culture. The programs will be offered in alternating summers in Mexico and Spain. Students will take an intensive language course taught by faculty either of the Center for Bilingual Multicultural Studies in Cuernavaca, Mexico, or the Universidad Internacional Menéndez y Pelayo in Santander, Spain (four credits). Small language classes will meet four hours per day, and optional classes are offered each afternoon.

226—SEMINAR ON MEXICAN OR SPANISH CULTURE. Students will also take a seminar in Mexican or Spanish culture, taught by a Denison faculty member. The seminar will provide a framework for the understanding of the site culture while students live it daily. **Staff. 2**

Other

361-362—DIRECTED STUDY. **Staff. 3**

363-364—INDEPENDENT STUDY. **Staff. 3**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Music

Assistant Professor Rick Brunetto, Chair

Professors Elliot D. Borishansky, Marjorie Chan; Distinguished Professor of Fine Arts William Osborne; Assistant Professors Rick Brunetto, Stephen Zank; Instructor (part-time) Tom Carroll; Affiliated Studio Instructors Bob Allen, Linda Allen, Jane Ellsworth, Glenn Harriman, Allie Jensen, Richard Lopez, Jane McCormick, Steven Monroe, Caryl Palmer, Robert Raker, Steve Rosenberg, Errol Schlabach, Douglas Slusher, James Van Reeth, Olev Viro, Cornell Wiley.

Departmental Guidelines

The Department of Music is concerned with providing participatory opportunities in music for the academic community as a whole through courses for the general student, instrumental and vocal ensembles and private music lessons. Additionally the Department produces or sponsors about forty programs during the academic year in an effort to make music an important part of educational life at Denison.

Even so, the music major at Denison is regarded as an irreplaceable element in the total musical life. Without the nucleus which majors provide in the music program, through their highly developed musical skills and serious commitment to the art of music-making, there would be a reduction in the quality and in the extent of the musical environment at Denison. Students are encouraged to major in music while participating in the liberal arts spirit of the institution. A minor is offered for the student who wishes to gain basic competence in music.

The music program at Denison is concerned above all else with the students themselves. The nourishment of each student as a creative individual is the focus on which the program is conceived and implemented.

Major in Music (B.A. Degree)

Courseload: 7 courses (27-28 credits)
Introductory course: Music 103 (Musicianship)
Music Theory: 104 (Theory I), 105 (Theory II), 204 (Theory III)
Music History: 201 (History and Literature of Music I), 202 (History and Literature of Music II), Upper Level Seminar (401)

Performance component (6-12 credits)
4 semesters of Music 140 (private lessons)
4 semesters of Music 130 (large ensembles); pianists and guitarists must take 2 semesters of Music 130 and 2 semesters of Music 131 (Chamber Music Ensemble). The applied music lesson fee is waived for majors.

A declared music major must be recorded as having attended 10 music department concerts every semester beginning with the semester in which the major is declared.

Students anticipating music as a possible major or minor are encouraged to enroll in Music 103-104, Music 140, and Music 130 during the first year.

Minor in Music

Requirements: Music 103,104-105, 201 or 202;
Music 140 (4 semesters) and Music 130 (4 semesters). Minors must be recorded as having attended 32 music department programs before graduation.

Course Offerings

101—INTRODUCTION TO MUSIC. A course designed to develop the listener's understanding of and relationship to a variety of musical styles, chiefly those of Western classical music. **Chan. 4**

103—MUSICIANSHIP. This course is an introductory course for music majors and minors. It is also open to general students. The course focuses on music fundamentals and basic theory, introduction to music technology, basic conducting and the development of critical listening skills. **Staff. 4**

104-105—MUSIC THEORY I, II. A course in the harmonic structure of tonal music plus aural and keyboard training. Students should know how to read music. **Borishansky. 4**

110—MUSIC AROUND THE WORLD. An introductory study of the music of Africa, Japan, Java and Bali, India, the Navahos, Rumania and Hungary. Emphasis will be placed upon the relationship of the music to the culture in which it developed, and some attention will be paid to intercultural similarities. **Staff. 4**

112—JAZZ AND OTHER MUSIC OF BLACK AMERICANS. This course will concentrate on jazz, but will include other types of music of American blacks: pre-jazz forms, gospel, rhythm and blues, and "classical" music in the European tradition. The place of the black musician in American society will be traced from the slave days to the present. **Staff. 4**

113—THE WORLD OF THE PIANO: A SOCIAL HISTORY. As seen through the eyes of men and women who composed, performed, taught and patronized the instrument, this course surveys the major works for the piano and its precursors, and it explores the important role keyboard instruments had and continue to have in the social fabric of Western society. The course approaches matters of musical style, analysis and performance. It also discusses gender issues and the changing social position of the keyboardist during the past 300 years. No ability at the keyboard is required. **Staff. 4**

114—MUSIC IN AMERICA. A survey of music-making in our land from the Psalm tunes of the Puritans to the 18th century Yankee tunesmiths, the minstrel shows, the development of jazz, John Knowles Paine, George Gershwin, Aaron Copland, and John Cage. Prerequisite: 101 or permission of instructor. (Offered on demand.) **Osborne. 4**

115—THE CREATIVE PROCESS. A study of the different factors that influence an artist in the creation of a musical, visual or literary work of art as well as an analysis of those factors which affect the success of a work of art. **Borishansky. 4**

116—TECHNIQUES OF MULTI-TRACK RECORDING. Instruction includes the operation of the Macintosh computer with MIDI keyboard interface along with training in recording studio engineering techniques in a fully-equipped sixteen-track recording studio. Students will participate in two lectures each week in addition to smaller team labs where they will work in the production and recording of live music. **Brunetto. 4**

117—AUDIO ENGINEERING AND COMPUTER MUSIC PRACTICUM. Advanced instruction in media production for radio and television including audio layback to video using SMPTE time coding and the complete production of a recording from basic tracks to mixing and two track mastering for album pressing. Computer notation and sequencing with MIDI is explored to the fullest. Prerequisite: Music 116. **Brunetto. 4**

118—POPULAR MUSICAL THEATER IN AMERICA. This course studies both the antecedents to the American musical (18th-century comic opera, blackface minstrels, the revue and vaudeville, and operetta) and the Broadway musical of this century, from Jerome Kern to Andrew Lloyd Webber. **Osborne. 4**

130—ENSEMBLES. Heisey Wind Ensemble, Blatti. 1; Orchestra, Boggs. 1; Concert Choir, Osborne. 1; Jazz Ensemble, Brunetto. 1; Broadway Limited, Monroe. 1.

131—CHAMBER MUSIC. A course which involves active rehearsal and performance in a small ensemble. **Staff. 1**

140—PRIVATE LESSONS IN PIANO, JAZZ PIANO, ORGAN, HARPSICHORD, VOICE, VIOLIN, VIOLA, VIOLON CELLO, STRING BASS, ELECTRIC BASS, JAZZ, FOLK AND CLASSICAL GUITAR, CLARINET, FLUTE, OBOE, BASSOON, SAXOPHONE, TRUMPET, FRENCH HORN, TROMBONE, AND PERCUSSION. Instruction is in private lessons and the need of the individual student at any level of instruction is met. Credit in Applied Music to a total of eight semester-hours may be obtained toward the B.A. degree by a major in any department, other than Music. One credit is given for one half-hour lesson per week and one hour of practice daily. (For costs, see Department of Music Fees under College Costs in Catalog.)

141—CLASS PIANO. Offered for beginning piano students, the piano class will focus on fundamental piano technique and score reading, as well as the playing of lead sheets. Students will work on individual electronic pianos, both solo and in groups. **Staff. 2**

142—GUITAR CLASS I. Recommended for beginners in guitar. Stresses fundamentals of picking, strumming and note reading. **Carroll. 1**

143—GUITAR CLASS II. For intermediate guitar students with basic skills. Emphasis on guitar styles and improvisation. Prerequisite: 142 or permission of instructor. **Carroll. 1**

199—INTRODUCTORY TOPICS IN MUSIC. A general category used only in the evaluation of transfer credit.

201—HISTORY AND LITERATURE OF WESTERN MUSIC I. An historical survey of the evolution of musical style in Western Europe from Classical Greece through the Classical Period. Prerequisite: 104. Offered Fall, 1996 only. **Staff. 4**

202—HISTORY AND LITERATURE OF WESTERN MUSIC II. An historical survey of the evolution of musical style in Western Europe from Beethoven to the present. Prerequisite: 104. Offered Spring 1997 only. **Staff. 4**

204-205—MUSIC THEORY III, IV. A continuation of Music 105, including chromatic harmony and investigation into 20th century harmony and style. Prerequisite: 104-105. **Borishansky. 4**

212—MOZART: HIS LIFE AND HIS WORKS. This course will begin with a study of Mozart's life as revealed by his biographers, contemporary documents and Mozart's correspondence. The remainder of the course will be devoted to Mozart's compositions and will reveal how his life and work interacted. It will cover compositions of all genre which occupied him throughout his lifetime. Prerequisite: Any 100-level music course or the permission of the instructor. **Borishansky. 4**

219—SPECIAL TOPICS. ORCHESTRATION: The study of instrumentation, score reading, and arranging for band and orchestra. (Offered on demand.) **Staff. 3**

CONDUCTING: Conducting techniques and interpretation problems learned through class instruction and experiences in directing. Includes study of scores and of rehearsal procedures. Prerequisite: permission. (Offered on demand.) **Staff. 3**

299—INTERMEDIATE TOPICS IN MUSIC. A general category used only in the evaluation of transfer credit.

304—STYLISTIC ANALYSIS. Analysis of rhythm, melody, harmony, form, and other stylistic features of representative works from the 18th through the 20th centuries. **Borishansky. 4**

306—COMPOSITION I. Basic compositional techniques. Prerequisite: 205.
Borishansky. 4

361-362—DIRECTED STUDY. **Staff. 3**

363-364—INDEPENDENT STUDY. **Staff. 3 or 4**

399—ADVANCED TOPICS IN MUSIC. A general category used only in the evaluation of transfer credit.

401—UPPER-LEVEL SEMINAR. A course for music majors and minors. Topic will vary. Offered 1997-98 only.

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Certification in Organizational Studies

Committee: Daniel D. Bonar, L. Joy Sperling, Anita Waters, David O. Woodyard

Guidelines

The Organizational Studies program is multidisciplinary in intent and grounded in the liberal arts. Developing a theoretical base for organizational participation, leadership and human interaction requires moving beyond a single area of specialization. Through a multidisciplinary approach, students will begin to develop 1) an understanding of the human condition as it is experienced in organizational life, 2) an understanding of the complex nature of systems and institutions, and 3) the capacity for analysis that moves beyond simplistic solutions to explore the interplay of values, responsibility, and the achievement of social goals. The goals of this theoretical base are to be supplemented by and integrally related to both a significant experience in an appropriate organization and the mastering of specific skills not available in the regular curriculum.

General Requirements for the Certificate

In order to fulfill the expectations identified in the rationale, a student must complete four core courses and participate successfully both in a newly-designed Summer Seminar and an appropriate internship. In order to further integration and thoughtful choices, the Director shall advise and have final authority over each student's particular program.

Core Courses (one in each area and no more than one from a department in the first three areas (A), (B), and (C).

(A) Economics and Organization. Courses meeting this requirement will explore the ways in which the distribution of scarce resources influences and shapes organizational life. Because economics essentially explores how resources may be managed and used within society, students will be exposed

to 1) reasoning and problem-solving within a market economy and 2) the conceptual foundation of economic principles and modes of problem-solving.

(B) *The Individual Within the Organization.* Courses meeting this requirement will explore a particular venue within which the role and development of the individual occur in organizational settings. Students will examine one of the following areas: 1) how individuals acquire, develop, and use knowledge in organizational settings, 2) how individuals communicate in the process of social interaction, 3) how individuals gain an overview of the nature and foundations of sociocultural behavior.

(C) *Organizational Processes and Social Organizing.* Courses meeting this requirement will explore how interdependent relationships emerge within organizations. Students will develop an understanding of organizational life in a disciplinary perspective which reflects on either the broad nature of social organizing, or a specific aspect of organizational life.

(D) *Electives.* Courses or projects meeting this requirement will explore an aspect of organizational studies that is particularly appropriate to vocational aspirations, the integrity of the program and/or the major.

1. An Integrative Directed Study (or)
2. A Senior Research/Honors Project in the major that integrates the program into a new research project (or)
3. An elective course approved by the director.

Summer Seminar

The premise driving this four-week seminar is that organizations need persons capable of examining problems with a critical and imaginative eye and of responding in an ever-changing environment with policies, actions, and decisions that reflect underlying principles. Given the strength of the liberal arts in developing critical thinking and problem solving skills, this seminar will focus on the application of those skills in the workplace by doing two things. First, students will be introduced to the language and fundamental principles of finance, accounting, marketing, and management, enabling them to hear and interpret the problems faced by organizations. Second, students will be provided with examples of concrete problems and allowed to investigate multiple solutions.

An Internship (May Term, summer or semester long)

In some fields (e.g., the arts) it may be appropriate to begin with the internship, in which case the core courses will become forms of analysis of the experience, supplemented by the Summer Seminar. In other disciplines, the internship will become the venue where the course work and Summer Seminar are brought into play. In either case, the completion of the internship shall result in a major, integrative paper.

Philosophy

Faculty

Professor Steven M. Vogel, Chair

Professors David Goldblatt, Anthony J. Lisska, Ronald E. Santoni, Steven M. Vogel; Assistant Professor Barbara Fultner; Visiting Instructor Mark Moller

Departmental Guidelines

To do philosophy is to encounter some of the most fundamental questions which can be asked about human existence. Philosophical investigation leads students to recognize the otherwise unnoticed assumptions that, far from standing on the periphery of our daily lives, underpin even our most ordinary ways of interacting with other persons and engaging in human projects. Such assumptions concern, for example, the nature of human knowledge, action, and value. Philosophy challenges students to move beyond uncritical patterns of thought, to recognize problems, and to exchange a more naive world view for a more considered and justifiable one. In doing so, students learn to think in ways that are simultaneously both disciplined and imaginative. Philosophy Department faculty members cooperatively approach these concerns from diverse perspectives, both in studying the works of major philosophers and in their own creative activity. Students are encouraged to join with the faculty in this inquiry and to philosophize creatively on their own. The courses and seminars in the Department are intended to develop the abilities necessary for these activities.

The Philosophy Department recommends that students wishing to take Philosophy to meet the Critical Inquiry General Education requirement enroll in Philosophy 101 or First-Year Studies 104 (Philosophy), but not both, during their first year. Upperclass students may elect special sections of Philosophy 101 in which places will be set aside for them.

Majoring in Philosophy

A major in Philosophy requires nine semester-courses to be selected by the student in consultation with his or her major adviser. [Philosophy 101 or FS 104 (Philosophy) may be counted as one of the nine required courses.] The nine courses must include two courses from the History of Philosophy sequence prior to the 20th Century (Philosophy 231 and Philosophy 232), and two semesters of the Junior/Senior Seminar (Philosophy 431-432). Philosophy majors are also required to take one additional course at the 300 level or above and must participate in the one credit Senior Symposium (Philosophy 440) in their final semester.

The Philosophy Department welcomes double majors and self-designed majors, and is experienced in helping students integrate Philosophy with work in other disciplines. To avoid possible scheduling problems, a student considering a major in Philosophy (or one which includes Philosophy) should consult the Department early in his or her college career.

The Philosophy Department participates in the interdepartmental major in Philosophy, Politics and Economics. Details about this program can be found on page 131.

A Minor in Philosophy

Philosophy, by its very nature, is ideally suited to assist a student in integrating and articulating knowledge gained in other areas. For this reason we attempt to tailor a student's minor program in philosophy around the specific course of studies he or she is pursuing in his or her major subject. This means that our minor program places a premium upon departmental advising.

Each philosophy minor is required to choose a department member as his or her philosophy adviser. The philosophy adviser will not replace the student's primary academic adviser. However, the philosophy adviser will have responsibility for guiding the student in designing the minor program in philosophy. The adviser will work with the student to construct a program within the following general guidelines: (1) The student must take a minimum of five courses in philosophy. [Philosophy 101 or FS 104 (Philosophy) may count as one of those courses.] (2) The student must take at least one Junior-Senior Seminar. It is our general expectation that this seminar will be taken in the senior year.

The Philosophy Colloquium

Each year the department sponsors a colloquium series, bringing to campus nationally and internationally known philosophers who meet with students and staff. Recent visitors to Denison have included Brian Davies (Blackfriars, Oxford), James Sterba (Notre Dame), Thomas McCarthy (Northwestern), Judith Butler (Johns Hopkins), Robert Solomon (Texas), Linda Alcoff (Syracuse), Alasdair MacIntyre (Duke), Jaegwon Kim (Brown), Stephen Melville (OSU) and Sandra Harding (Delaware).

Other Philosophy Activities

The "Philosophy Coffee," a student-run forum, is held frequently during the term on Friday afternoons; it features informal discussion among faculty and students on various topics of general philosophical interest.

The Philosophy Department annually publishes a national undergraduate philosophy journal, *Episteme*. This journal is edited and produced by philosophy majors serving as its editorial board who work with a faculty adviser. *Episteme* encourages and receives submissions from undergraduate philosophy students throughout the country.

Course Offerings

101—ENDURING QUESTIONS OF PHILOSOPHY: AN INTRODUCTION. This course aims to introduce the student to the nature and concerns of philosophy by confronting fundamental issues in areas of philosophy such as ethics, political and social philosophy, metaphysics, epistemology and others. It is intended that the student develop skills in rigorous thinking and become involved in the process of philosophizing. This course satisfies the General Education requirement in Critical Inquiry. Offered each semester. **All staff members. 4**

104—FIRST-YEAR STUDIES: CRITICAL INQUIRY AND HUMAN EXISTENCE. (See course description of the First-Year Studies program in this catalog.) Several sections are taught by the Philosophy staff each semester. This course satisfies the General Education requirement in Critical Studies. Open to first-year students only. **All staff members. 4**

121—ETHICS: PHILOSOPHICAL CONSIDERATIONS OF MORALITY. This course explores fundamental questions of ethical theory, asking how ethical judgments can be made, what justifications they may receive, whether terms like "right" and "wrong" have fixed meanings. whether moral assertions can claim universal validity or whether morality is rather relative to a culture or to an individual's beliefs. Depending on the semester, issues of applied ethics -- having to do with abortion, medical ethics, business and professional ethics, ethics and the environment, war and peace, etc. -- will be raised as well. Phil. 101 or FS 104 (Phil.) recommended as prerequisites. **Fultner, Moller 4**

126—SOCIAL AND POLITICAL PHILOSOPHY. What is society? How ought it be organized? What is justice? What rights and responsibilities do individuals have with respect to the state? How do exploitation and domination enter society, and how can they be eradicated? Can questions like these be answered, or are they merely a "matter of opinion"? These questions form the subject of this course. We will discuss them by reading a series of major political and social philosophers, including Plato, Hobbes, Locke, Marx, Thoreau, Rawls, Nozick, and others. Prerequisite: Philosophy 101, FS 104 (Philosophy), Political Science major, or consent. **Goldblatt, Vogel. 4**

191-92—INTRODUCTORY TOPICS SEMINAR IN PHILOSOPHY. An introductory inquiry into issues and problems that are now at the center of philosophical attention. Topics vary from semester to semester in accordance with current interests of students and faculty. **Staff. 4**

199—INTRODUCTORY TOPICS IN PHILOSOPHY. A general category used only in the evaluation of transfer credit.

201—PHILOSOPHY OF RELIGION. Because this course is in Philosophy of Religion, the learning of historical or classificatory detail about philosophers or philosophies of religion will be of secondary importance. Primarily, the student will be encouraged to come to grips with some of the basic theoretical and/or intellectual problems which confront religion and religious belief, as treated in both classical and contemporary philosophy. Within this context, the course will focus on both the traditional problems related to argumentation about God's existence (including the problem of evil) and the contemporary problems of religious language and religious knowledge. The student will be encouraged to relate these issues to his/her existence. Prerequisite: Philosophy 101, FS 104 (Philosophy), or consent. **Santoni. 4**

205—LOGIC. A study of reasoning in ordinary language and in contemporary symbolic languages with emphasis on the connections between the two. Attention is also given to informal fallacies, paradox, ambiguities of ordinary speech, the problems of definition, and the critical analysis of arguments in natural settings. Emphasis in symbolic logic is on translation and proof, and computer assisted instruction is employed in the teaching of these skills. **Moller, Vogel. 4**

231—GREEK AND MEDIEVAL PHILOSOPHY. An examination of some fundamental problems in Metaphysics (what there is) and Epistemology (how we come to know), in the context of the origin and development of Greek thinking from the pre-Socratics, Sophists and Socrates, Plato and Aristotle, through selected writers in the Medieval period including Plotinus, Augustine, Thomas Aquinas, Duns Scotus, William of Ockham, and Nicholas Cusanus. Satisfies the General Education requirement in Western Studies. Prerequisite: Philosophy 101, FS 104 (Philosophy), or consent. **Lisska. 4**

232—MODERN PHILOSOPHY: DESCARTES THROUGH HEGEL. The course examines two fundamental philosophical traditions of the 17th and 18th Centuries: Rationalism and Empiricism, as well as attempts by Kant and Hegel to combine the insights of both. It traces the development of such themes as the nature of human experience, the foundations of knowledge, and the limits to knowledge through the work of Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, Kant, and Hegel. Their attempts to resolve these questions formed the basis for much of the intellectual history of the "Age of Reason and Enlightenment," and they continue to inform contemporary investigations of knowledge, languages, and mind. Satisfies General Education requirement in Western Studies.Prerequisite: Philosophy 101, FS 104 (Philosophy), or consent. **Fultner. 4**

250—PHILOSOPHY OF LAW. Does law have an intrinsic connection with the moral order, or is it whatever a legislature or judge says it is? This course will analyze the concept of law, with particular attention given to the natural law tradition, legal positivism and legal realism. The justification of legal authority and the nature of legal reasoning will be considered. Normative issues, including the relation between law and concepts of justice, equality, liberty, responsibility, and punishment will also be addressed. Prerequisite: Philosophy 101, FS 104 (Philosophy), or consent. **Lisska. 4**

260—ENVIRONMENTAL ETHICS. This course investigates the question of our ethical relations and responsibility to objects and systems in the natural world, including animals, other living beings, non-living entities, ecosystems, and "nature" as a whole. It also asks about nature as such: what nature is, what the place in it is of humans, the role of human action in transforming nature, etc. The question of the relation of the natural to the social will receive special attention. **Vogel. 4**

269—PHILOSOPHY OF THE ARTS: AESTHETICS. A seminar consisting of a series of philosophical investigations into the arts (with all the arts of relevance) and not a history of the field. We will be concerned with such items as the role of the art world, the role of art theory, the nature of the art object and how it differs from any non-art artifact, the nature of the creative process, aesthetic experience, art criticism, interpretation and problems of evaluation of art works. Prerequisite: upperclass standing or consent. Satisfies one General Education requirement in Artistic Inquiry. **Goldblatt. 4**

275—PHILOSOPHY OF FEMINISM. Feminism addresses a radical challenge to traditional ways of doing philosophy. In asking why women and women's experience seem to be missing from the tradition of philosophy, it implicitly puts into question philosophy's claim to objectivity, universality, and truth. Has philosophy's apparent exclusion of woman meant that an entire realm of human experience has been prevented from achieving legitimate expression? The course will examine this and other questions, emphasizing contemporary feminist discussions of ethics and of science. This course satisfies the General Education requirement in Minority/Women's Studies. Prerequisite: Philosophy 101, FS 104 (Philosophy), or consent. **Fultner, Vogel. 4**

291-292—INTERMEDIATE TOPICS SEMINAR IN PHILOSOPHY. An inquiry into issues and problems that are now at the center of philosophical attention. Topics vary from semester to semester in accordance with current interests of students and faculty. **Staff. 4**

298—EXISTENTIALISM. This seminar will involve a study and discussion of the basic concepts and contentions of Existentialism as they have developed primarily in the "classic" 19th and 20th Century literature of Existentialism — philosophical and other. Topics such as alienation and authenticity, freedom and responsibility, morality vs. legality, good faith vs. bad faith, rationality and the absurd, God and meaninglessness will be investigated and confronted. Each student will be expected to use this seminar both as a basis for becoming closely acquainted with Existentialism, and as an occasion for coming to grips with and clarifying some of the fundamental value concerns of his or her existence. Prerequisite: Philosophy 101, FS 104 (Philosophy), or consent. **Santoni. 4**

299—INTERMEDIATE TOPICS IN PHILOSOPHY. A general category used only in the evaluation of transfer credit.

305—METAPHYSICS. Metaphysics is often regarded as the foundation of philosophy. To think metaphysically is to think rigorously about the ultimate nature of reality. This course is an examination of a variety of metaphysical problems, including personal identity, mind, causation, space, time and human freedom. Readings will include a mixture of contemporary and classical sources including Plato, Hume, Leibniz, Schopenhauer, Ayer, Ryle, Moore and others.Philosophy 101, FS 104 (Philosophy), or consent. **Staff. 4**

306—THEORIES OF KNOWLEDGE. An inquiry into the meanings, possibility, conditions, criteria, and types of truth and/or knowledge, and a discussion of representative theories of knowledge. The class will aim to achieve clarity in respect to both classical and contemporary approaches to the problem of knowledge. The adequacy of those approaches will be assessed.Prerequisite: Sophomore standing and Philosophy 101, FS 104 (Philosophy), or consent. **Staff. 4**

310—PHILOSOPHICAL ISSUES IN SCIENCE. This course considers a range of conceptual issues connected with the understanding and practice of science. Issues to be considered include explanation, theoretical reduction, the nature of scientific truth-claims, methodology, confirmation theory, the possibility of scientific progress, etc. Although these questions are raised from the perspective of philosophy, they are intended to provide insight into the actual practice of the sciences — from both contemporary and historical perspectives. This course should prove especially helpful to science majors seeking to achieve a different perspective on the scientific enterprise; however, non-science majors are equally welcome. Prerequisite: Two laboratory science courses. **Staff. 4**

312—ADVANCED SYMBOLIC LOGIC. Topics in the philosophy of logic and the foundations of mathematics. A symbolic language for predicate logic will be developed to the degree necessary for simple results in number theory, after which we will proceed to prove Godel's Theorem and then to examine its philosophical implications (e.g., for questions in the philosophy of mind and artificial intelligence).Prerequisite: Philosophy 105, Nath 171, or consent. **Vogel. 4**

333—CONTEMPORARY BRITISH AND AMERICAN PHILOSOPHY. The course will trace the roots of Analytic Philosophy from its beginnings in the work of Bertrand Russell and G. E. Moore (and their rejection of 19th Century British Idealism), through its development by the members of the Vienna Circle (the Logical Positivists), and later by Ryle, Wittgenstein, Strawson, Quine, Sellars, and others. The aim will always be to understand the substantive concerns of the movement along with its methodology. Thus, the class will confront some of the central issues in Epistemology, Metaphysics, Ethics, Philosophy of Language, and Philosophy of Science as they have been treated by analytic philosophers. Prerequisite: Philosophy 101, FS 104 (Philosophy), or consent. **Fultner, Goldblatt. 4**

334—CONTEMPORARY CONTINENTAL PHILOSOPHY. This course traces the development of Continental Philosophy from 1900 to the present, including the phenomenological movement of Husserl, Heidegger, Sartre, and others; the neo-Marxism of the Frankfurt School and Habermas; the hermeneutics of Gadamer and Ricoeur; and the post-structuralism of Foucault, Derrida, and others. Prerequisite: Philosophy 101, FS 104 (Philosophy), or consent. **Vogel. 4**

343—THE CONFUCIAN CLASSICS. An examination of the basic texts of the East Asian cultural tradition which define human nature, what it is to be moral, and a complex political philosophy. The canon of Confucian classics has probably been the most influential in world history. They still provide the modern ground of discourse for the Chinese, Vietnamese, Korean and Japanese peoples. Research papers may focus on the original canon, or on their application to any of the cultural traditions mentioned above. **Keenan. 4**

360—PHILOSOPHY OF LANGUAGE. This course will consider questions such as: What is a language? What is it for a word to have meaning? How is communication possible? Are meanings "in the head" or are they determined by socially shared conventions? What is the relation between language and thought? The nature of language and meaning has been a pivotal concern of twentieth-century philosophers. This course will address topics such as reference, the role of speaker intentions, and the indeterminacy of translation. Students will be introduced to several strands of philosophy of language such as formal semantics and ordinary language philosophy, and will become familiar with the writings of philosophers ranging from Frege, Russell and Wittgenstein to Quine, Austin, Putnam, Searle, Chomsky, Davidson and others. Prerequisite: One course in Philosophy.
Fultner, Goldblatt. 4

361-362—DIRECTED STUDY. **Staff. 3 or 4**

363-364—INDEPENDENT STUDY. **Staff. 4**

391-392—ADVANCED TOPICS SEMINAR IN PHILOSOPHY. An inquiry into issues and problems that are now at the center of philosopical attention. Topics vary from semester to semester in accordance with current interests of students and faculty. **Staff. 4**

399—ADVANCED TOPICS IN PHILOSOPHY. A general category used only in the evaluation of transfer credit.

431-432—SEMINAR IN PHILOSOPHY (JUNIOR/SENIOR SEMINAR). An intensive study in a major figure (or figures) in philosophic thought. The topic varies from semester to semester, depending upon the needs of the students and the interests of the Department. Recent seminars have dealt with Heidegger, Nietzsche and Wittgenstein, Quine, and Sartre. **Staff. 4**

440—SENIOR SYMPOSIUM. In the spring semester, senior philosophy majors present a paper in a symposium format to their peers and to philosophy faculty. The 12-page paper is the result of a year project. Students are also required to act as commentators for one other senior paper and to participate fully in all paper sessions. For senior philosophy majors only. This course replaces the old "comps."
All staff. 1

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Additional information about Philosophy courses — and in particular, a current course guide with more detailed descriptions of current courses — may be obtained from the Philosophy Department.

Philosophy, Politics and Economics (PPE)

Professors Sohrab Behdad, James R. Pletcher, Steven M. Vogel, PPE Committee

Faculty: Robin Bartlett, Sohrab Behdad, William Bishop, Emmett Buell, Donna Childers, Barbara Fultner, David Goldblatt, Paul King, Ross LaRoe, Anthony Lisska, Richard Lucier, Timothy Miller, Mark Moller, James Pletcher, Ronald Santoni, Jules Steinberg, Steven Vogel

Guidelines

The PPE Program enables students to pursue a rigorous course of studies exploring the important historical, methodological, and theoretical interconnections among the three indicated fields of study. It is designed, specifically, to meet the needs of students seeking to understand the theoretical foundations of political and economic thought.

The PPE Program is overseen by the PPE Committee comprising one faculty member from each of the PPE departments. Each PPE major must choose a member of the PPE Committee to serve as his or her PPE adviser. The PPE Committee (as a whole) must approve the individual program of each PPE student. Students wishing to pursue a PPE major should contact one of the three PPE Committee members listed above.

The PPE Major

The course requirements for the PPE Program are divided into three sections, 1) Core Courses [12 courses], 2) Electives [5 courses], and 3) Senior Research [one semester]. Core courses are chosen to provide students with a grounding in each of the three disciplines; electives allow each student to concentrate upon a specific area or topic of interest; and the senior research project provides a culminating experience allowing students to draw together their work in the three disciplines. In effect, the PPE major is a double major distributed across three departments. Therefore, in keeping with college policy, students choosing the PPE major may not take any other major or minor.

Core Courses

Philosophy	*Political Science*	*Economics*
101 or FS 104 (Philos.)	205 or 305	190 Principles
121 Ethics	202	201 Macroeconomics
226 Social & Political Philosophy	303 or 304	202 Microeconomics
	221 or 222	301 Hist. of Econ. Th.
250 Philosophy of Law		

Electives

A student must select five additional advanced courses in at least two of the three departments. The courses which satisfy this requirement must be approved

by the PPE Committee. Under special circumstances, and with the approval of the PPE Committee, a student may be permitted to fulfill up to two of his or her elective requirements with courses outside of the Political Science, Economics, and Philosophy departments. It is the responsibility of each student's PPE adviser and, ultimately, the PPE Committee, to see that the student's course of study realizes the overall goals of the PPE Program.

Senior Research/Honors Project

In addition to completing the course sequence indicated above, each PPE student must complete at least one semester of senior research culminating in a senior research project or honors thesis linking the three areas and approved by readers chosen from the three departments.

PPE Proposal

Each prospective PPE student must submit a formal PPE proposal by March 15 of his or her sophomore year, indicating a general topic or theme that will serve as the focus of the major, and proposing a program of study that includes specific plans as to which core courses and which electives will count towards the major. This proposal must be approved by the PPE committee before the student registers for the junior year. In addition, by the end of the junior year each PPE student must make a formal proposal for a senior research project, which must again be approved by the PPE committee.

Course Offerings

PPE

341-342—DIRECTED STUDY. **Staff. 3-4**

441-442—DIRECTED STUDY. **Staff. 3-4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Course Offerings — Core Courses

Economics

190—PRINCIPLES AND PROBLEMS. A survey of the field of Economics, with a balance of description, analysis, and policy. The purpose of the semester's work is to provide the student with an understanding of crucial economic concepts which are required to analyze a variety of economic problems, and to offer a chance to use these tools in discussing some of these problems. There is no prerequisite, but students who take Economics 150 may later take Economics 190. This course will be more technical and devoted to model building than the 150 course. **Staff. 4**

201—INTERMEDIATE MACROECONOMIC ANALYSIS. An examination of the determinants of national income, employment, and the price level in the economics system, including analysis of consumption and saving, private investment, government fiscal policy, business fluctuations, and the interactions between money and national income. Prerequisite: Economics 190. **Staff. 4**

201—INTERMEDIATE MACROECONOMIC LABORATORY. **Staff. 1**

202—INTERMEDIATE MICROECONOMIC ANALYSIS. An examination of the basic assumptions and methods of analysis employed in microeconomic theory, including demand analysis, production and

cost relationships, market structures, distribution theory, general equilibrium, and welfare economics. Prerequisite: Economics 190. **Staff. 4**

202—INTERMEDIATE MICROECONOMIC LABORATORY. **Staff. 1**

301—ECONOMIC CONTROVERSIES AND THE EVOLUTION OF ECONOMIC THOUGHT. A critical inquiry into the historical foundations of present controversies in economics. Two sets of issues have been intertwined in the development of the present paradigms in economic theory. There have been social and ideological issues such as the power of the state and the limits of individual rights, social harmony and conflict, stability and change, and poverty and inequality. And there have been theoretical concerns about the nature and determination of value, wages and prices, allocation of resources, distribution of social product, and the operation and efficiency of the market. In this course there is an attempt to better understand present controversies in economics by exploring the historical relation between socio-ideological issues and theoretical concerns within various schools of economic thought. Beginning with Medieval times and continuing into 20th century, selected writing of the leading members of these schools of thought will be critically examined in the context of the historical and institutional conditions of their time. Prerequisites: Economics 201 or 202. . **Behdad, King. 4**

Philosophy

101 or FIRST-YEAR STUDIES 104 (Philosophy)—BASIC ISSUES IN PHILOSOPHY. This course aims to introduce the student to the nature and concerns of philosophy by confronting fundamental issues in areas of philosophy such as ethics, political and social philosophy, metaphysics, epistemology and others. It is intended that the student develop skills in rigorous thinking and become involved in the process of philosophizing. This course satisfies the General Education requirement in Critical Inquiry. Offered each semester. **Staff . 4**

121—ETHICS: PHILOSOPHICAL CONSIDERATIONS OF MORALITY. This course explores fundamental questions of ethical theory, asking how ethical judgments can be made, what justifications they may receive, whether terms like "right" and "wrong" have fixed meanings. whether moral assertions can claim universal validity or whether morality is rather relative to a culture or to an individual's beliefs. Depending on the semester, issues of applied ethics -- having to do with abortion, medical ethics, business and professional ethics, ethics and the environment, war and peace, etc. -- will be raised as well. Phil. 101 or FS 104 (Phil.) recommended as prerequisites. **Fultner, Moller. 4**

126—SOCIAL AND POLITICAL PHILOSOPHY. What is society? How ought it be organized? What is justice? What rights and responsibilities do individuals have with respect to the state? How do exploitation and domination enter society, and how can they be eradicated? Can questions like these be answered, or are the merely a "matter of opinion"? These questions form the subject of this course. We will discuss them by reading a series of major political and social philosophers, including Plato, Hobbes, Locke, Marx, Thoreau, Rawls, Nozick, and others. Prerequisite: Philosophy 101 or FS 104 (Philosophy). **Vogel, Goldblatt. 4**

250—PHILOSOPHY OF LAW. Does law have an intrinsic connection with the moral order, or is it whatever a legislature or judge says it is? This course will analyze the concept of law, with particular attention given to the conflict between the natural law tradition and legal positivism. The justification of legal authority and the nature of legal reasoning will be considered. Normative issues, including the relation between law and concepts of justice, equality, liberty, responsibility, and punishment will also be addressed. Prerequisite: Philosophy 101 or FS 104 (Philosophy). Offered alternate years. **Lisska. 4**

Political Science

202—AMERICAN POLITICAL BEHAVIOR AND INSTITUTIONS. Introduction to the study of American politics. Course is divided into several segments in which selected questions of American politics will be examined in depth, with special emphasis on how the political scientist approaches the study of American political behavior. **Staff. 4**

205—INTRODUCTION TO CONCEPTS IN POLITICAL PHILOSOPHY.

221—INTRODUCTION TO COMPARATIVE POLITICS OF DEVELOPED STATES. This introductory

course will focus on the politics of the major constitutional democracies of Western Europe and Japan. Although much of the course will focus upon how politics work in individual countries — United Kingdom, France, Federal Republic of Germany — the conceptual emphasis of the course will be comparative. Political parties, political forces and interests, representation, elections, executives, and bureaucracy will be among the subjects of comparative analysis. **Bishop. 4**

222—COMPARATIVE POLITICS OF DEVELOPING NATIONS. This course explores problems of stability, development and democracy in developing nations by employing basic concepts of comparative politics. Course discussions and readings will focus on concepts and will apply these to case studies drawn from Latin America, Africa, and Asia. Emphasis will be placed on learning analytic skills through essay examinations and papers. **Pletcher. 4**

300—METHODS OF POLITICAL SCIENCE. This course introduces undergraduates to the methods of inquiry in political science. Its chief purpose is to familiarize students with basic concepts and procedures of the empirical study of politics, thus better enabling them to comprehend readings assigned in more advanced courses. Although basic ideas in the philosophy of social science will be discussed in setting out the nominalist paradigm, most of the course concerns learning how research is done, applying this knowledge to projects, and enhancing analytic and practical research skills. The course provides extensive instruction in the use of SPSSX, knowledge that should prove valuable in many other respects. **Buell. 4**

301—PUBLIC POLICY ANALYSIS. This course is designed to offer a comprehensive overview of the theoretical explanations and research tools employed in public policy analysis. The scope of the course will emphasize the relationship between theoretical explanations of policy-making and the methodological approaches that have been designed to provide empirical tests for such theories. The theoretical approaches covered will include formal models of public choice, regulatory policies, and comparative public policy and evaluational approaches. The methodological topics will include regression analysis, quasi-experimental research design, risk assessment, and causal modeling. Consent required. **Staff. 4**

303—THE DEVELOPMENT OF POLITICAL THOUGHT — FROM MACHIAVELLI TO MILL. The emphasis of this course will be on examining the political ideas of a variety of different political thinkers from Machiavelli to Mill. We will try not only to interpret and understand what each theorist said, but also to determine the impact of traditional political ideas on contemporary political thought and practice. **Steinberg. 4**

304—THE DEVELOPMENT OF POLITICAL THOUGHT — FROM MARX TO PRESENT. The purpose of this course is an examination of political thought from Marx to the present. Emphasis will be placed on influence of Marx and Freud on contemporary political thought. **Steinberg. 4**

305—DEBATING, FRAMING AND RATIFYING THE CONSTITUTION. A course on the founding of the republic focusing on the Articles of Confederation, the constitutional convention of 1787, and the debates over ratification of the Constitution as reflected in Federalist and anti-Federalist papers. Students read Madison's journal of the Philadelphia convention, most essays in *The Federalist*, selected anti-Federalist esssays, and selected secondary materials. **Buell. 4**

Course Offerings — Electives

Students should consult current departmental course guides and departmental sections of this catalog to determine currently available courses. Electives must be selected in consultation with a student's PPE adviser.

Physical Education

Larry Scheiderer, Director of Athletics, Physical Education and Recreation

Associate Professor Lynn Schweizer, Chairperson and Associate Director of Athletics, Physical Education and Recreation

Associate Professors Theodore Barclay, Dale Googins, Lynn Schweizer; Assistant Professors James Bickel, Pan Fanaritis, Sara Lee, Gregg Parini, Michael Sheridan, Bill Wentworth; Instructor Michael Caravana; Sports Information Director John Hire; Assistant Athletic Trainers Eric Winters, Brian Hortz

Departmental Guidelines

Through the unique contribution of the programs of the Department of Athletics, Physical Education and Recreation, our mission is to provide men and women the opportunity for growth and development in their intellectual, physical and social lives. The Physical Education major is committed to providing students with the knowledge and skills necessary to provide future generations with the opportunity to improve their physical and mental well-being through programs of athletics, physical education and recreation.

All 100-level Physical Education activity classes/intercollegiate sports are offered for S/U credit. A student may count toward graduation no more than four credits for participation experiences that are credited S/U, unless such credits in excess of four are required for the student's major or minor.

One and two credit hour activity courses are offered for 14 weeks during 1st and 2nd semester. Seasonal sport activities are offered for 7 weeks each quarter for 1/2 credit.

The Physical Education Major

A student majoring in Physical Education must complete the core courses Phed 301, 340, 429, 430, 438, 439, and 451-2. The student must also elect one of the following concentrations and complete the courses in the concentration:

Coaching Concentration: Phed core courses, Phed 325, 350 and 375.

Sports Management Concentration: Phed core courses, Econ. 190, Psych 230, Phed 328 and 350.

Sports Medicine Concentration: Phed core courses, Phed 361-2 in Nutrition, Phed 344 and 441.

Teaching Concentration: Educ. 150 (prerequisite: Psych. 100); Phed core courses, Phed 350, 5 hours of electives from Phed 100/200 level courses. The Teaching Concentration does not fulfill the Teacher Education Program requirements for teaching certification. Those students who wish to pursue teaching certification in Physical Education must consult with the chairs of the Education and Physical Education Departments to enroll in the Teacher Education Program. If the student elects to complete the Teacher Education Program, he or she will not have to complete a senior research project.

Any student anticipating Physical Education as a possible major should consult with the chairperson during his or her first year.

Teacher Certification in Physical Education

Students interested in State of Ohio Teacher Certification should consult with the chairpersons of the Education and Physical Education departments. Refer to the Education Department guidelines as described in the Education section of this catalog. In addition to the required Education courses, the student must take the following courses for grades 7-12 teacher certification: Bio 201 (prerequisite Bio 110); Phed 301, 340, 350, 429, 430, 438, 439 and 5 hours of electives from Phed 100-200 level courses. For K-12 teacher certification, students must take the same required courses as the above, and 8 hours of electives from Phed 100-200 level courses and 9 hours of electives from Phed 300-400 level courses.

Teacher Certification in Health Education

Students interested in State of Ohio Teacher Certification should consult with the chairpersons of the Education and Physical Education departments. Refer to the Education Department guidelines as described in the Education section of this catalog. In addition to the required Education courses, the student must take Bio 201 (prerequisite Bio 110); Phed 160, 172, 301, 340, 344, 350, 438; Psych 260; and Soc 313.

The Physical Education Minor

The department offers the following minors:
Coaching Minor: The student must take 12 hours from the Phed core courses including one class from Phed 340, 438 or 439. Other requirements are Phed 325, 350 and 375.
Sports Management Minor: The student must take 10 hours from the Phed core courses including Phed 430. Other requirements are Econ 190, Psych 230, Phed 328 and 350.
Sports Medicine Minor: The student must take Phed 340, 344, 350, 361-2 in Nutrition, 438, 439 (prerequisite Bio 110 and 201) and 441. Normally, this minor would be completed in conjunction with a major in biology. Students have the opportunity to pursue pre-physical therapy or sports medicine in graduate school.

Course Offerings

100—INTRODUCTORY TOPICS IN PHYSICAL EDUCATION. A general category used only in the evaluation of transfer credit.

106—SWIM FOR FITNESS. This class is designed for the student who wants to learn, firsthand, the benefits and methods of aquatic conditioning. After completing this course, the participant will have the knowledge necessary to organize a personal conditioning program for lifetime fitness. The student should have a basic skill level in swimming. Offered second semester. **Staff. 1**

120—GOLF. For players on every level. An introduction to the techniques and rules required for participation in the sport of golf. Offered first and fourth quarter. **Staff. 1/2**

122—TENNIS. For players on every level. An introduction to the techniques and rules required for participation in the sport of tennis. Doubles and singles strategy along with court etiquette will be taught. Offered first and fourth quarter. **Staff. 1/2**

131—RACQUETBALL. For players on every level. Safety glasses required. Review the basic skills of serving, forehand and backhand strokes. A variety of serves and kill shots are demonstrated. Strategy is discussed. The level of competition provides enrichment and self-satisfaction. Offered third quarter. **Staff. 1/2**

151—INDOOR SOCCER. Students will learn the basic skills, rules and strategy, and apply them in game situations. Offered third quarter. **Staff. 1/2**

158—CO-ED FLOOR HOCKEY. Students will learn the basic skills, rules and strategy, and apply them in game situations. No previous experience necessary. Offered fourth quarter. **Staff. 1/2**

160—LIFETIME FITNESS. This course will provide the students with exposure to five areas of health and physical education which can be utilized to lead a healthy and fit lifestyle. The five areas include: weight training, running, nutrition, swimming and aerobics. Offered first and second semesters. **Staff. 1**

161—STRENGTH TRAINING. Students will learn and practice the principles of progressive resistance exercise, with an emphasis on safety factors; warm-up and stretching; selection of exercises and equipment; and the variation of sets and repetitions performed. Nutrition as it relates to strength training will also be covered. Offered first and second semesters. **Staff. 1**

162—SELF-DEFENSE. This course is for women to learn basic self-defense techniques to prevent sexual assault. We will discuss and practice strategies that can be used in a variety of self-defense situations, including street and job harassment, date-rape, and stranger assault. Students will learn to combine mental, verbal and physical self-defense techniques in their personal lives. Offered third quarter. **Schipper. 5**

165—SELF-DEFENSE ADVANCED. This course is for women and is a continuation of 162. Students will gain more experience in basic self-defense strategies and techniques. In addition, we will address more complicated situations, covered only briefly in the first semester, such as fighting from the ground, defending yourself with or against a weapon, and defense against multiple attackers. Offered fourth quarter. Prerequisite: 162 or equivalent. **Schipper. 5**

172—CPR (CARDIO-PULMONARY RESUSCITATION). Students meeting the basic standards will receive American Heart Association certification. Offered first, second, third and fourth quarters. **Googins. 1/2**

Varsity Sports: Students registering for varsity sports should contact the appropriate head coach well in advance of season for information on pre-season conditioning, team requirements and practice times. All varsity sports will be graded on Satisfactory/Unsatisfactory basis.

Men's Varsity Sports

180—BASEBALL.	Dan Briggs	1 cr.
181—BASKETBALL.	Michael Sheridan	1 cr.
182—CROSS COUNTRY.	Phil Torrens	1 cr.
183—FOOTBALL.	Bill Wentworth	1 cr.
184—GOLF.	Ted Barclay	1 cr.
185—LACROSSE.	Michael Caravana	1 cr.
186—SOCCER.	Michael Caravana	1 cr.
187-1—SWIMMING.	Gregg Parini	1 cr.
187-2—DIVING.	Tim Bruno	1 cr.
188—TENNIS.	Peter Burling	1 cr.
189—INDOOR/OUTDOOR TRACK.	Pan Fanaritis	1 cr.

Women's Varsity Sports

190—BASKETBALL.	Sara Lee	1 cr.
191—SOFTBALL.	TBA	1 cr.
192—FIELD HOCKEY.	TBA	1 cr.
193—LACROSSE.	TBA	1 cr.
194-1—SWIMMING.	Gregg Parini	1 cr.
194-2—DIVING.	Tim Bruno	1 cr.
195—TENNIS.	Marni Nordstrom	1 cr.
196—INDOOR/OUTDOOR TRACK.	Pan Fanaritis	1 cr.
197—VOLLEYBALL.	Sara Lee	1 cr.
198—SOCCER.	Ted Barclay	1 cr.
199—CROSS COUNTRY.	Phil Torrens	1 cr.

201—RED CROSS LIFEGUARD TRAINING. This course is designed to certify students in CPR, first aid and American Red Cross Lifeguard Training. Certification may qualify students for employment at beaches, pools and camps. Offered second semester alternate years. **Schweizer. 2**

202—WATER SAFETY INSTRUCTOR. Successful completion of this course leads to American Red Cross Certification as a WSI. This course includes: review of Lifeguard Training Skills, opportunity to receive CPR and first aid certification, and teaching progressions for a variety of strokes. Students will experience 4 weeks of practice teaching of faculty/staff children. Offered second semester alternate years. **Schweizer. 2**

203—SKIN AND SCUBA DIVING. Successful completion of this course will lead to national certification as a YMCA Open Water Diver. Students must furnish mask, fins and snorkel, and field trip expenses. Prerequisites: good physical condition, free of chronic sinus or ear conditions, asthma and above average swimming skills. Offered first and second semesters. **Barclay, Schweizer. 2**

220—THEORY AND PRACTICE OF FOOTBALL COACHING (DEFENSE). Includes instruction and supervised practice and techniques of teaching in the fundamental and advanced skills, defensive tactics, conditioning activities, purchase and care of equipment, public relations, organization, pre-season and in-season planning and practice, scouting, ethics and conduct. Offered first semester alternate years. (Not offered 1996-97.) **Bickel. 2**

235—SPORTS OFFICIATING — BASKETBALL. Study of the rules of basketball and pertinent rules interpretations. Instruction in the techniques and mechanics of basketball officiating. Successful completion of all requirements will permit a student to obtain an Ohio High School Athletic Association Officiating Permit. Offered first semester alternate years. (Not offered 1997-98.) **Bickel. 2**

299—INTERMEDIATE TOPICS IN PHYSICAL EDUCATION. A general category used only in the evaluation of transfer credit.

301—TESTS AND MEASUREMENTS. First semester alternate years. The course of study includes elementary statistics, as well as the philosophy of measurement in physical education and exercise science. 301 lab is required of all students. Offered second semester. **Staff. 3**

301—TESTS AND MEASUREMENTS LABORATORY. The application of existing tests and measurements in a fitness center environment. Each student will be required to be available two to three hours per week to test the overall fitness level of Denison faculty, staff or students who are interested in being evaluated. Offered second semester. **Staff. 1**

325—PSYCHOLOGY OF SPORT. This course will explore the theoretical and empirical research pertaining to the psychological determinants of athletic performance. Areas of interest will include the history of sport psychology, personality, motivation, goal setting, fundamental beliefs, anxiety, causal attribution, communication and intrateam dynamics. Offered first semester. **Fanaritis. 3**

328—CONTEMPORARY ISSUES IN PHYSICAL EDUCATION & SPORTS. This course will deal with the social, psychological, and ethical issues in physical education and sports. Topics to be covered will include: sexism, racism, children in sport, competition, social aspects of sports, high school and college sports and professional sports. All stages of physical education and sports will be included from recreational play to professional athletics. Offered second semester. **Caravana. 3**

340—ATHLETIC TRAINING & FIRST AID. This course is designed to present the basic concepts and principles of athletic training and first aid, including family safety. In addition to the 4 hours of class each week, the student will also participate in a unique 2-hour lab experience per week. Prerequisite: Consent of instructor. Offered first semester. **Googins. 4**

344—PERSONAL AND COMMUNITY HEALTH. A study and survey of the biological, psychological, and sociological data underlying sound modern health practices. Offered first semester. **Staff. 3**

345—NUTRITION. This course is designed to present the foundation of nutrition as it relates to physical education, athletics and the active population. The student will study the physiological processes involved in nutrition, as well as healthy eating habits, nutritional programming, and the disorders involved in the nutritional realm. Prerequisite PE 344, Personal and Community Health. **Staff. 4**

350—PRACTICUM IN PHYSICAL EDUCATION. Through practical experience the Physical Education major/minor will deal directly with the specific area of concentration within the major/minor. Offered first and second semesters. **Staff. 1-4**

350-20—PRACTICUM IN TEACHING PHYSICAL EDUCATION. This course is open to majors/minors in their junior or senior year. The student will teach physical education classes to students from Welsh Hills School. Prior consent of the instructor is required. Offered second semester. **Schweizer. 3**

350-31—PRACTICUM IN COACHING SOCCER I & II. Student will coach age group soccer to youth in grades 1-2 or 3-4. There is one practice during the week and games on Saturday mornings. Must have prior soccer experience as a player or coach. This course is repeatable up to a total of 4 hours. Offered first semester. **Schweizer. 2**

350-32—PRACTICUM IN COACHING SOCCER III. Students will coach age group soccer to youth in grades 5-6. There are two practices each week and games played on Sunday afternoons. Must have prior soccer experience as a player or coach. This course is repeatable up to a total of 4 hours. Offered first semester. **Schweizer. 2**

350-33—PRACTICUM IN COACHING FLAG FOOTBALL. Students will coach football to youth in grades 4-6. There is one practice during the week and games on Saturday mornings. Must have prior football experience as a player or coach. This course is repeatable up to a total of 4 hours. Offered first semester. **Schweizer. 2**

350-34—PRACTICUM IN COACHING BASKETBALL. Students will coach basketball to youth in grades 4-5 or grades 6-8. There is one practice during the week and games on Saturday morning or Sunday afternoon. This course is repeatable up to a total of 4 hours. Offered second semester. **Schweizer. 2**

361-362—DIRECTED STUDY. **Staff. 3-4**

363-364—INDEPENDENT STUDY. **Staff. 3**

375—COACHING METHODS. This course will introduce students to the art and science of coaching. The student will see the principles of coaching as digested from the fields of sport psychology, sport pedagogy, and sport physiology and receive useful advice from the field of sport management. Offered second semester. **Lee. 3**

429—HISTORY, PHILOSOPHY AND PRINCIPLES OF PHYSICAL EDUCATION AND SPORT. This course is designed to present the foundation of Physical Education and Athletics through a study of

the history of each. The student will study the relationships and the cultural, educational, economic and philosophical factors influencing the growth and development of Physical Education and Athletics. The student will study the source and data of principles of Physical Education and Athletics. Offered second semester. **Bickel. 4**

430—ORGANIZATION & ADMINISTRATION OF PHYSICAL EDUCATION & ATHLETICS. This course is designed to study the organization and administration of programs devised for each area and to consider the future directions which are probable, desirable, and achievable in physical education and athletics. Offered first semester. **Sheridan. 3**

438—EXERCISE PHYSIOLOGY. A study of the physiological processes involved in athletic performance including energy metabolism, neuromuscular concepts, cardiovascular aspects, physical training, nutrition, body composition and ergogenic aids. Offered first semester. **Parini. 3**

439—KINESIOLOGY. A study of anatomical and mechanical fundamentals of human motion with the application of analysis to motor skills. Prerequisite Bio. 110 and 201. Offered second semester. **Staff. 3**

441—ADVANCED ATHLETIC TRAINING AND SPORTS MEDICINE THEORY. This course is designed to present the advanced concepts and principles of athletic training. Prerequisite P.E. 340. Offered second semester. **Googins. 4**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Physics

Professor Lee E. Larson, Chair

Professors Lee E. Larson, Michael E. Mickelson, Ronald R. Winters; Associate Professor Sandra Yorka; Assistant Professor Kimberly A. Coplin

Departmental Guidelines

The study of physics is a challenging and intellectually rewarding activity elected by those who seek to sharpen and broaden their appreciation and understanding of the physical world and of their relationship to it. To this end courses offered by the Department of Physics are designed to bring the student to an increasingly independent level of investigation in experimental and theoretical physics, and to a level of sophistication commensurate with his or her motivation, goals, and abilities.

A major in Physics, in addition to preparing students for professional work including secondary school teaching, has proven desirable for those preparing for careers in engineering, medicine, business, computer science, law, and industrial management. Sufficient flexibility exists in the major program to suit the needs and goals of the individual.

For off-campus research opportunities in Physics, see the Oak Ridge Science Semester listed elsewhere in this catalog.

Major in Physics

A student desiring to major in Physics, or Physics with a concentration in Astronomy, Geophysics, or in related fields, should consult early with a member of the Department. The minimum requirements for the major in Physics

qualifying for the B.A. degree include, in addition to the introductory course (121-122), completion of 123, 200, 211, 305, 306, 312p or 312g, two semesters of 400, and the comprehensive examination. All majors are required to complete four courses in the Department of Mathematical Sciences at the introductory calculus level and above (exclusive of computer science courses). Students wishing to qualify for the B.S. degree must take two additional physics courses, 330 and one course from among 220, 230, 345, 405, and 406. Majors normally are expected to become proficient in computer programming and data processing.

Students preparing for graduate work in Physics, Astronomy, or related fields are advised to elect the B.S. degree in Physics, and to take a total of at least six courses in the Department of Mathematical Sciences. Two or more courses taken in other science departments (Biology, Chemistry, Geology) are desirable, as is a reading knowledge of at least one Modern Language (French, German, or Russian).

Major in Physics (Geophysics Concentration)

The minimum requirements for this program are Physics 121, 122, 123, 211, 305, 306, 312g, Mathematical Sciences 123, 124, 351, and Geology 111, 113, 211, 212, and 311. In addition, an independent comprehensive project (experimental or theoretical) is required during the senior year. Students with an interest in geophysics should consult not later than their sophomore year with the Physics and Geology chairpersons.

Minor in Physics

A minor program in Physics is designed to be flexible and to complement the student's major program. The student, in consultation with the Physics Department, will develop a minor program which will broaden and enhance both the liberal arts experience and the student's major program. The minor shall include: Physics 121, 122, 123, and Mathematics 123 and 124. In addition, three courses at the advanced level in Physics will complete the minor requirement. One of the three courses shall include a significant laboratory component. These courses will be selected to provide a perspective on the discipline with the specific needs of the student in mind. Mathematics above the introductory calculus level and computer programming skills are also recommended to round out the minor. In addition to these requirements, a final culminating experience will be designed by the Department and the student. As an example, if the student's major requires a comprehensive exam, then additional questions from Physics might be included which would tend to integrate or connect the two disciplines. Another possibility might include an interdisciplinary research effort that bridges the major and minor areas.

Engineering

Denison offers the opportunity to study engineering via "binary" or "three-two" programs undertaken in cooperation with leading schools of engineering. Students interested in these programs should consult early with Professor Larson. Additional details can be found in this catalog under "Pre-Professional Programs."

Certain courses in this department require the use of safety glasses. These courses are designated with the words "Safety Glasses Required" at the end of their descriptions. A full statement on the use of safety glasses appears on page 190 of this catalog.

Course Offerings

100—CURRENT TOPICS IN PHYSICS. Designed principally for students not contemplating a major in the sciences, but who nevertheless wish to develop their ability to figure things out about the physical world for themselves. Recently, the course has focused on the physics of societal concerns such as the energy crisis. The laboratory, an integral part of the course, will serve to introduce the student to the observation, measurement, and analysis of phenomena directly related to topics studied in the course. Open to seniors by consent only. Mathematical preparation is assumed to include high school algebra and geometry. (This course satisfies one course of the science requirement.) **Staff. 4**

110—MEDICAL PHYSICS. Applications of physics to medicine; the workings of the human body as a physical system, mechanics of skeletal structure, energy use by the body, use of radiation, etc. Offered on demand. Prerequisite: 121 or 122 concurrently. **Staff. 2-3**

121-122—GENERAL PHYSICS. This course is designed to provide a thorough quantitative coverage of the foundations and concepts of Physics and its approach toward an understanding of natural phenomena. The course includes a significant introduction to the Physics of the 20th century. Four lectures and one two-hour laboratory each week. Mathematical Sciences 121 or 123 is required for non-majors. Mathematical Sciences 123 and 124 are required for all students who plan to major in Physics. These courses may be taken concurrently unless the chairperson gives consent to enroll without them. **Staff. 4**

123—INTRODUCTORY MODERN PHYSICS. A survey of topics from present-day physics, such as the special theory of relativity, basic quantum theory, atomic structure and spectra, X-rays, and the nucleus. Fall semester. Prerequisite: 122. **Staff. 4.**

199—INTRODUCTORY TOPICS IN PHYSICS. A general category used only in the evaluation of transfer credit.

200—MODERN PHYSICS. A quantitative study of topics in modern physics including special and general relativity, atomic and nuclear physics, molecular and solid state physics, with particular emphasis on analytical techniques. Spring semester. Prerequisite 123. **Staff. 4**

211—ELECTRONICS. A course in circuit design which emphasizes the use of linear and digital integrated circuits, transistors, and other solid state devices. Fall semester. Prerequisite: 122 or Chemistry 122 or consent. **Staff. 4**

220—GEOMETRICAL AND PHYSICAL OPTICS. A study of the laws of reflection and refraction and their applications to lenses and mirrors; and a study of diffraction, interference, polarization, and related phenomena. This course normally will be offered in alternate years. The course includes a laboratory. Prerequisite: 122. (Offered Fall, 1996) **Staff. 4**

230—THERMODYNAMICS. Selected topics from thermodynamics, kinetic theory, and statistical methods. This course normally will be offered in alternate years. The course may include a laboratory. Prerequisite: 122. (Offered Fall, 1997) **Staff. 4**

299—INTERMEDIATE TOPICS IN PHYSICS. A general category used only in the evaluation of transfer credit.

305—CLASSICAL MECHANICS. A course in classical mathematical physics designed to provide the student with a basic understanding of the methods and procedures of physical analysis. Fall semester. Prerequisite: 200 or consent. **Staff. 4**

306—ELECTRICITY AND MAGNETISM. A course in the theory of electromagnetic interactions, including the sources and descriptions of electric and magnetic fields, Maxwell's equations, and electromagnetic radiation. Spring semester. Prerequisite: 305 or consent. **Staff. 4**

312p—EXPERIMENTAL PHYSICS. A course in the theory and practice of physical research with emphasis on the understanding and use of present-day research instrumentation. Spring semester. Prerequisites: 123, 211 recommended. May be repeated once for credit. **Staff. 4**

312g—GEOPHYSICS LABORATORY. A course offered jointly by the departments of Physics and Geology in the theory and practice of geophysical research with emphasis on the understanding and use of present-day research instrumentation. Spring semester. Prerequisites: 122; Geology 111/consent. **Staff. 4**

330—INTRODUCTORY QUANTUM MECHANICS. A first course including solutions of the Schroedinger Equation for some elementary systems, followed by an introduction to the more abstract methods of Quantum Mechanics. Prerequisites: 305/consent. **Staff. 4**

340—ADVANCED TOPICS. Independent work on selected topics at the advanced level under the guidance of individual staff members. May be taken for a maximum of four semester hours of credit. Prerequisites: junior standing and consent of chairperson. **Staff. 1-2**

345—SPECIAL TOPICS IN PHYSICS. Topics will be chosen according to the interests of the staff member offering the course from such areas as energy, the solid state, laser physics, nuclear physics, astrophysics, geophysics, and medical physics. The course normally will be offered on demand. May be repeated with consent of chairperson. Prerequisite: 122/consent. **Staff. 4**

361-362—DIRECTED STUDY. Prerequisite: Consent of chairperson. **Staff. 3**

363-364—INDEPENDENT STUDY. **Staff. 3**

399—ADVANCED TOPICS IN PHYSICS. A general category used only in the evaluation of transfer credit.

400—SEMINAR. Current topics in physics. May be repeated. **Staff. 1**

405—ADVANCED DYNAMICS. A course extending the work of 305 to include the more general formulations of classical dynamics and to relate these to modern theoretical Physics. Prerequisite: 305 or consent. **Staff. 3**

406—ELECTROMAGNETIC THEORY. A course extending the work of 306 to include more general boundary value problems, additional implications of Maxwell's equations, and the wave aspects of electromagnetic radiation, including topics in modern physical optics. Prerequisite: 306 or consent. **Staff. 3**

451-452—SENIOR RESEARCH. Prerequisite: 312 or consent of chairperson. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. Prerequisite: 312 or consent of chairperson. **Staff. 4**

Political Science

Associate Professor James R. Pletcher, Chair

Professors William J. Bishop,Emmett H.Buell Jr.,Eloise Buker; Jules Steinberg; Associate Professor James R. Pletcher; Assistant Professors Donna Childers, Andrew Katz

Departmental Guidelines

Major in Political Science

A student majoring in Political Science is required to take nine courses, which is equal to thirty-six credit hours, distributed in the following manner:

(1) Two 200-level courses, one of which must be either POSC 202, American Political Institutions and Behavior, or POSC 204, Introduction to American Political Thought; and either POSC 221, Introduction to Comparative Politics, or POSC 222, Introduction to Comparative Politics of Developing Nations.

(2) Seven 300-level courses, with at least one 300-level course taken from each of the three course categories: 1. American Politics, 2. Comparative and International Politics, and 3. Political Theory and Methods.

(3) One additional 200-level course may be substituted for a 300-level course such that a student may take six 300-level courses and one 200-level course under requirement (2).

Neither Directed Study nor Independent Study courses may be used to fulfill major requirements. Senior Research may count as fulfilling one course, even though students must take two semesters of senior research to receive college credit.

The Political Science Department participates in the interdepartmental major in Philosophy, Politics and Economics. Details about this program can be found on page 131.

Minor in Political Science

Students minoring in Political Science must meet the 200-level requirement specified for majors, and four 300-level courses, with at least one course taken in each of the categories specified for majors.

Course Offerings

Introductory Courses

199—INTRODUCTORY TOPICS IN POLITICAL SCIENCE. A general category used only in the evaluation of transfer credit.

202—AMERICAN POLITICAL BEHAVIOR AND INSTITUTIONS. Introduction to the study of American politics. Course is divided into several segments in which selected questions of American politics will be examined in depth, with special emphasis on how the political scientist approaches the study of American political behavior. This course meets the Lugar program requirements.
Staff. 4

203—SELECTED TOPICS IN POLITICAL SCIENCE. This course permits the investigation of significant political problems at the introductory level, and will vary in content according to the interest of the instructor. **Staff. 4**

204—INTRODUCTION TO AMERICAN POLITICAL THOUGHT. An introduction to the different theoretical dimensions characteristic of American political experience. Emphasis will be placed on examining the meaning of American constitutionalism, exploring the development and transformation of American liberalism and conservatism, analyzing the relationship between theories of democracy and elitism, and interpreting the historical development and transformation of American capitalism.
Childers, Steinberg. 4

205—INTRODUCTION TO CONCEPTS IN POLITICAL PHILOSOPHY. This course is designed to introduce students to normative political theory by teaching students how to do normative political theory, rather than by studying the ideas of different political theorists. Emphasis will be placed on an understanding of important moral and political concepts, and on the problems involved in providing

a moral justification of political conduct in terms of diverse sets of value perspectives. The objective of the course is to introduce students to normative political argument and as such, to create an understanding of precisely what is involved in reasoning and arguing about politics from normative philosophical foundation. **Steinberg. 4**

221—INTRODUCTION TO COMPARATIVE POLITICS OF DEVELOPED STATES. This introductory course will focus on the politics of the major constitutional democracies of Western Europe and Japan. Although much of the course will focus upon how politics work in individual countries — United Kingdom, France, Federal Republic of Germany — the conceptual emphasis of the course will be comparative. Political parties, political forces and interests, representation, elections, executives, and bureaucracy will be among the subjects of comparative analysis. **Bishop. 4**

222—COMPARATIVE POLITICS OF DEVELOPING NATIONS. This course explores problems of stability, development and democracy in developing nations by employing basic concepts of comparative politics. Course discussions and readings will focus on concepts and will apply these to case studies drawn from Latin America, Africa, and Asia. Emphasis will be placed on learning analytic skills through essay examinations and papers. **Pletcher. 4**

228—POLITICS OF THE GLOBAL ENVIRONMENT. This course examines the political aspects of assessing and addressing threats to the environment. This course material focuses on the challenges of sustainable development in low income countries, international environmental problems, the historical relationship between human activities and ecological change in selected case studies, and theoretical perspectives on environment and politics. This is not a course on the physical processes of environmental problems, but rather a course on the ways in which international institutions, national and local political communities and social scientists perceive, organize and respond to environmental threats. This course emphasizes the political, economic and theoretical contexts within which efforts are made to act on environmental threats. No prior knowledge of environmental or political science is required; however, students should be prepared to read and interpret detailed social science texts, to formulate and articulate cogent arguments, and to conduct independent research. **Pletcher. 4**

242—INTRODUCTION TO INTERNATIONAL POLITICS. This course provides an introduction to both the language used to describe international politics and the ways relationships between actors on the world stage may be analyzed. Relying on history and contemporary events to illuminate key concepts, we cover the causes of war and peace, the role of economics in international affairs, and the place of morality in statecraft. This course is recommended for advanced study in the areas of international relations and foreign policy. **Pletcher/Katz. 4**

299—INTERMEDIATE TOPICS IN POLITICAL SCIENCE. A general category used only in the evaluation of transfer credit.

Upper Division Courses

300—METHODS OF POLITICAL SCIENCE. This course introduces undergraduates to the methods of inquiry in political science. Its chief purpose is to familiarize students with basic concepts and procedures in the empirical study of politics, thus better enabling them to comprehend readings assigned in more advanced courses. Although basic ideas in the philosophy of social science will be discussed in setting out the nominalist paradigm, most of the course concerns learning how research is done, applying this knowledge to projects, and enhancing analytic and practical research skills. The course provides extensive instruction in the use of SPSSX, knowledge that should prove valuable in many other respects.**Buell. 4**

301—PUBLIC POLICY ANALYSIS. This course is designed to offer a comprehensive overview of the theoretical explanations and research tools employed in public policy analysis. The scope of the course will emphasize the relationship between theoretical explanations of policy making and the methodological approaches that have been designed to provide empirical tests for such theories. The theoretical approaches covered will include formal models of public choice, regulatory policies, and comparative public policy and evaluational approaches. The methodological topics will include regression analysis, quasi-experimental research design, risk assessment, and causal modeling. Consent required. **Staff. 4**

302—THE DEVELOPMENT OF POLITICAL THOUGHT — ANCIENT. An introduction to classical Greek moral and political discourse and experience. Particular attention will be given to the moral and political reflections of Socrates, Plato, and Aristotle. The objective of the course is to understand classical Greek moral and political philosophy in terms of its particular historical and cultural contexts,

as well as attempting to examine the possible relevance of the writings we shall investigate to contemporary moral and political thought and experience. **Steinberg. 4**

303—THE DEVELOPMENT OF POLITICAL THOUGHT — FROM MACHIAVELLI TO MILL. The emphasis of this course will be on examining the political ideas of a variety of different political thinkers from Machiavelli to Mill. We will try not only to interpret and understand what each theorist said, but also try and determine the impact of traditional political ideas on contemporary political thought and practice. **Steinberg. 4**

304—THE DEVELOPMENT OF POLITICAL THOUGHT — MARX TO PRESENT. The purpose of this course is an examination of political thought from Marx to the present. Emphasis will be placed on the influence of Marx and Freud on contemporary political thought. **Steinberg. 4**

305—DEBATING, FRAMING AND RATIFYING THE CONSTITUTION. A course on the founding of the republic focusing on the Articles of Confederation, the constitutional convention of 1787, and the debates over ratification of the Constitution as reflected in the Federalist and anti-Federalist papers. Students read Madison's journal of the Philadelphia convention, most essays in *The Federalist*, selected anti-Federalist essays, and selected secondary materials. **Buell. 4**

307—GENDER JUSTICE. This course examines various ways of understanding gender by looking at a variety of theories or philosophical perspectives within feminist thought. The emphasis upon justice is an emphasis upon developing concrete proposals to move us closer to justice for men and women in both the private and public realm -- the world of politics which includes work and governance. **Buker. 4**

308—POLITICS OF THE THIRD WORLD. The goal of this course is to examine political and economic processes in the "Third World" — the underdeveloped countries of Africa, Asia and Latin America. The course will familiarize the student with contending points of view regarding the historical development of economics and politics in the Third World as well as a wide range of variables generally thought to affect political behavior in these countries. The course will prepare students to consider various possible futures of these countries and to reflect thoughtfully on the values involved in making choices about the future of the majority of humankind. **Pletcher. 4**

309—POSTMODERNISM AND PUBLIC POLICY. This course will explore post modernism, a new area of inquiry that focuses on how language and culture construct our understanding of ourselves, our public political life and our moral codes. Students will read key texts in this area to understand how the "self" has been constructed in Western tradition and to critically evaluate the new postmodern ways of thinking and methods of analysis. Students will be encouraged to use postmodernism to examine and develop current public policies. **Buker. 4**

319—THE POLITICS OF CONGRESS. This course focuses on the formal and informal processes that affect Congressional policy making from the perspective of Congress as a continually changing political system. Included will be a discussion of the institution's development and the relationships between Congress and the President and members of Congress and their constituents. Considerable attention will be given to such aspects of the legislative process as the committee system; party leadership; norms, rules and procedures; legislative voting; and Congressional elections. In each case, House/ Senate comparisons will be made and proposals for reform will be evaluated. This course meets the Lugar program requirements. **Buell. 4**

320—THE AMERICAN PRESIDENCY. This course traces the development of executive power in the United States from European antecedents and modest beginnings to the vast powers presently exercised by "modern" and "post-modern" presidents. A major part of the course is concerned with cooperation and conflict between the executive and Congress over domestic, foreign and military policies as occasionally umpired by the federal courts. Readings include selected *Federalist* papers, Supreme Court rulings, and presidential statements. The course perspective is both historical and contemporary. This course meets the Lugar program requirements. **Buell. 4**

321—SELECTING THE PRESIDENT. This courses focuses on the nomination and election of presidents. It begins with an examination of stages in the development of presidential nominations, from the constitutional convention's expectation that the electoral college would nominate to the present system of presidential primaries and caucuses in the 50 states. Much attention is given to party and state regulation of these contests, campaign finance, the role of the media in handicapping candidates, the dynamics of momentum, and transformation of the nominating convention. We compare voters in primaries and caucuses with those in general elections. The course also examines general elections with particular emphasis on the electoral college and other institutional barriers to third party candidates. Media coverage and campaign finance for the general election are compared with nomination coverage and finance. We pay particular attention to candidate strategies in both stages of the selection process and take note of innovations in the technology of campaigning. Finally, the course looks at the declining power of party identification in voting and the rise of more situational determinants of the vote. The course involves substantial reading, some drawn from the instructor's own research, a term paper and two exams. **Buell. 4**

322—POLITICS OF RUSSIA. A course focused on the Russian and other peoples that constituted the former Soviet Union. The course will analyze the development of politics from the 1917 Russian Revolution to the present. The central conceptual questions will concern modernization, nation and national identity, as well as the development and evolution of political and economic institutions. Much of the course will concern the transition from the Stalinist political and economic order since 1985. **Bishop. 4**

323—POLITICS IN EASTERN EUROPE. A course that examines politics in East Central Europe since 1945, with a brief look at politics before 1945. Poland, Czech and Slovak Republics, Hungary, the successor states to Yugoslavia, Bulgaria, Romania and Albania will all be discussed. There will also be some discussion of the European successor states of the former Soviet Union. Major course themes will be development from peasant societies to industrial/post-industrial societies, ethnicity, the effects of outside forces and powers, and communism. Finding democracy, prosperity, ethnic peace, and a place in the emerging European configurations will inform a look at the prospects for each of the states in the region. **Bishop. 4**

324—POLITICS OF SUB-SAHARAN AFRICA. This course is intended to introduce the student to politics and development in Africa south of the Sahara. No prior knowledge of Africa is required. The course will use several approaches to the study of comparative politics, including theories of political development, underdevelopment and class analysis, to explore a variety of countries in Africa. The course material will be arranged historically, focusing on case studies as we trace the ebb and flow of politics in Africa over the last half century. **Pletcher. 4**

326—AMERICA IN VIETNAM. The seminar will illuminate the key controversies of the Vietnam experience and trace their persistence in American politics, foreign policy and military strategy. The course will trace the development of U.S. military and diplomatic policy regarding Vietnam, assess the various lessons attributed to the Vietnam experience, and consider how application of these lessons has altered American's attitudes toward interventionism. **Katz. 4**

327—THE MIDDLE EAST IN WORLD AFFAIRS. The purpose of this course is to acquaint students with the political history, international significance and dimensions of political life in the Middle East. Owing to the ever-present potential for conflict, the seeming intractability of its disputes, and petroleum, the Middle East is a region of vital importance to international politics. During the semester, we will examine the role politics in the Middle East has played in world affairs, and assess the future of the region as a crucial part of the international system. **Katz. 4**

332—PUBLIC OPINION, POLLING AND SURVEY RESEARCH. This is a course on the theory, methods and uses of sample surveys in the study of politics. Polls now figure importantly in the electoral politics of most developed nations and some third-world countries. Topics include the history of political polling, probability and non-probability samples, cross-sectional and longitudinal surveys, sampling and non-sampling error, the various ways of doing surveys, good and bad questions, the value and limitations of polls and survey research. The course is partly designed to develop analytic skills that should prove useful in a variety of future settings. Students will also learn the basics of

SPSSX or SPSSPC computer programs. When circumstances permit, the class will design and execute a survey of Granville residents and analyze the results. Otherwise our exercises will be taken from previous polls of the general population, voters or political activists. **Buell. 4**

333—WOMEN AND POLITICAL LEADERSHIP. The course will involve the development of a theoretical model for leadership that explores political leadership as a vocation for citizens in the United States. The course will explore basic political questions about authority, the appropriate use of power, community building, ethics and responsibility for self and others. About one-third of the course will involve introducing students to the logic of empirical inquiry – especially qualitative methods – so that they can design a leadership project that will involve the empirical study of leaadership. Students will read biographies and autobiographies – many of them about or by women – to examine leadership in concrete situations, to develop their understanding of politics. The course will focus on women and political leadership. **Buker. 4**

350—THE SUPREME COURT AND THE POLITICAL PROCESS. This is the first course in a two-course sequence which analyzes the political and constitutional aspects of U.S. Supreme Court decision-making. In this course the activity of the Supreme Court on questions of the institutional arrangement of government, judicial powers, federalism, and the allocation of economic and political resources are examined. This course meets the Lugar program requirements. **Childers. 4**

351—THE SUPREME COURT AND CIVIL LIBERTIES. This is the second course in a two-course sequence which analyzes the political and constitutional aspects of U.S. Supreme Court decision-making. The focus of this course is on the Supreme Court's interpretation of constitutional rights and liberties, with particular emphasis on cases arising under the Bill of Rights and the Fourteenth Amendment's due process clause. **Childers. 4**

352—RACE AND SEX DISCRIMINATION AND THE LAW. This course examines the constitutional and statutory doctrines on race and sex discrimination in the federal courts. Through articles from leading law reviews and other selected texts, students will be introduced to the relevant constitutional provisions and statutes which underlie the Supreme Court's doctrine in these areas. Major court decisions will then be reviewed and analyzed. Particular areas to be covered include desegregation, the civil rights movement, affirmative action, the women's movement, feminist jurisprudence, sexual harassment, pregnancy discrimination, rape, comparable worth and capital punishment. **Childers. 4**

355—INTERNATIONAL POLITICAL ECONOMY. The purpose of this course is to explore different theoretical approaches to international politics and economics. The course will focus on U.S. foreign policy in the post-war international system, issues of trade and finance, and the impact these have had upon the problems of developing societies. Students are expected to bring to the course some prior knowledge of basic concepts of economics. Emphasis is placed upon analytic reasoning and persuasive argumentation. **Pletcher. 4**

356—PROBLEMS OF EUROPEAN SECURITY SINCE 1945. An examination of the evolving problems of European security since 1945. An intensive examination of the period from the defeat and occupation of the Axis powers to the collapse of communism and the Soviet Union and beyond. Threats to security, the various approaches to achieving security, military balances, nuclear weapons, alliances and alliance tensions are all major topics. Balancing German, United States, and Russian power in Europe and the ability of Europe to act collectively are the central themes of the course. Security problems stemming from the collapse of the former Yugoslavia and the Soviet Union will get appropriate treatment. **Bishop. 4**

357—RUSSIAN FOREIGN AND MILITARY POLICY. This course will deal with the behavior of the Russian state in world politics. The policy problems of the post-1945 era will form the core subject matter of the course. Russian-American relations, Russian relations with Europe, East and West, as well as Russian policies with reference to the Middle East, South and East Asia will be discussed. In addition arms control and international security policy as well as the internal constituencies involved in policy-making will also be dealt with in detail. **Bishop. 4**

358—FOREIGN POLICY FORMULATION. This course provides an assessment of the domestic factors responsible for the formulation of U.S. foreign policy. We will examine four categories of internal sources that impact on the response of the United States to external phenomena. Topics for analysis include: the Consitutional separation of powers, bureaucratic politics, the psychology of decision

makers, as well as societal sources such as interest groups, public opinion and the media. This course meets the Lugar program requirements. **Katz. 4**

359—THE CONDUCT OF AMERICAN FOREIGN POLICY. We will explore the evolution of U.S. foreign policy from the beginning of the Cold War through the present. The course will focus on the responses of successive American administrations to perceived, potential and actual threats to U.S. national interests. Emphasis will be on the development of the containment doctrine, its application in Vietnam, and subsequent efforts to replace containment during the post-Vietnam and post-Cold War periods. This course meets the Lugar program requirements. **Katz. 4**

360—PERSPECTIVES ON INTERNATIONAL POLITICS. Examination of contemporary issues in International Relations theory. Consideration of leading perspectives on key questions of international concern. **Katz. 4**

370—IMPORTANT PROBLEMS IN THE STUDY OF POLITICS. This course permits the investigation of significant political problems in considerable depth, and will vary in content according to the interests of the instructor. **Staff. 4**

399—ADVANCED TOPICS IN POLITICAL SCIENCE. A general category used only in the evaluation of transfer credit.

401-402—SEMINAR. Open to juniors and seniors from all departments with the consent of the instructor. Preference will be given to the Political Science majors. **Staff. 4**

Special Topics

361-362—DIRECTED STUDY. Directed studies are undertaken at the initiative of the student and may involve any topic acceptable to the student and an instructor. Written consent. **Staff. 3-4**

363-364—INDEPENDENT STUDY. Written consent. **Staff. 3-4**

451-452—SENIOR RESEARCH. Written consent. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. Written consent. **Staff. 4**

Psychology

Professor Harry Heft, Chair

Professors Harry Heft, Charles J. Morris, Rita Snyder, Samuel J. Thios; Professor Emeritus Donald G. Tritt; Associate Professors James E. Freeman, Frank Hassebrock, Susan L. Kennedy, David P.J. Przybyla, L. Kaye Rasnake; Assistant Professors Gina A. Dow, Andrea Karkowski, Will Langston; Adjunct Assistant Professor Jeffrey W. Pollard

Departmental Guidelines

Some of the major goals of our course offerings in the Department include:

- Presenting overviews of contemporary psychology, thus providing students with a sense of what psychologists do;
- Stimulating interest and curiosity about human phenomena;
- Indicating applications of psychology to personal and social issues. Some examples of these applications concern study techniques and academic performance, the effects of anxiety or stress on performance, the role of prejudice in society, and conformity;

☐ Developing an understanding of the nature of scientific inquiry and methodology;

☐ Facilitating and encouraging the discovery of connections between psychology and other disciplines. Some examples of the connections include concerns of psychology and philosophy, the psychological questions raised in literature, and psychological assumptions in political and economic theories;

☐ Fostering the formulation of a personally meaningful and sophisticated psychological perspective.

Major in Psychology

Students may select either the B.A. or B.S. degree. **The B.A. in Psychology** requires **36 semester hours** of credit in Psychology. Required courses include:

a. General Psychology (100):

b. Research Methods in Psychology (200);

c. History and Systems of Psychology (410);

d. Two Psychology Research Courses; Research courses must be taken concurrently with their accompanying lecture courses. One research course must be taken from each of the following groups:

GROUP A

(211) Research in Child and Adolescent Development
(216) Research in Adult Development
(221) Research in Social Psychology
(321) Research in Environmental Psychology
(356) Research in Health Psychology

GROUP B

(311) Research in Psychology of Learning
(316) Research in Language and Thought
(331) Research in Cognitive Psychology
(341) Research in Sensation and Perception
(351) Research in Physiological Psychology

Electives from regular offerings in Psychology may be selected to complete the credit hour requirement. Normally, Senior Research (451-452), Individual Work for Honors (461-462) and Directed Studies (361-362) will not be counted toward the 36-hour minimum requirement.

Requirements for the **B. S. degree in Psychology** include the same requirements noted for the B.A. degree **and the following:**

a. An additional Psychology Research Course (A total of **three** Psychology Research Courses, each with its accompanying lecture course, is required — one each from Group A and Group B as required for all Psychology majors and the third selected from either Group A or B);

b. Statistics for Behavioral Sciences (370);

c. One cognate course selected from the following: Computer Science 171, Mathematics 121 or 123, or Philosophy 205.

d. Junior/Senior Seminar in Psychology (400);

e. Two courses from the same department selected from the following courses. **NOTE THAT A COGNATE COURSE DOES NOT COUNT TOWARD MEETING THIS REQUIREMENT:**

Biology: 110, 112, or any 200- or 300-level course;

Chemistry: 121-122, or any 200- or 300-level course;

Mathematics: 123, 124, or any 200- or 300-level course;

Physics: 110, 121-122, 123, or any 200- or 300-level course.

Students who wish to be considered for high or highest honors in Psychology must take Senior Research (451-452) and participate in the Senior Research Seminar. Departmental recommendations for honors will be made only if the eligible student has made significant contributions to the department beyond classroom performance.

The flexibility of these requirements places maximum responsibility upon the student to select a course of study most compatible with future goals. For example, Statistics for Behavioral Science is helpful for many upper-level courses and is required for admission into most graduate schools, and either is a prerequisite for or must be taken concurrently with Psychology 451-452 (Senior Research). Also, the Graduate Record Examination is required for students applying to graduate schools, and careful course selection is important to insure appropriate breadth of knowledge. Those contemplating graduate work also should consider courses in the natural sciences, computer programming, and foreign languages as well as opportunities to become involved in research activities in the department (for example, Directed Study, Senior Research, Research Assistant, etc.). All students are encouraged to work closely with their advisers in developing an appropriate program in the major.

Minor in Psychology

A minor in Psychology requires a minimum of 26 semester hours of course credit in Psychology. Required courses include:

1. Psychology 100 (4 credit hours)
2. Psychology 200 (4 credit hours)
3. Any one research course with its accompanying lecture (6 credit hours)

Students may select any three electives from regular course offerings in the department to complete the credit hour requirement. Directed studies (Psychology 361-362) normally will not be counted toward the minimum hour requirement.

Course Offerings

100—GENERAL PSYCHOLOGY. A survey of topics in Psychology, with emphasis on the scientific study of human and animal behavior. The course includes the topics of motivation, learning, sensation and perception, personality, individual differences, and abnormal behavior. Lecture, research, demonstration, and outside reading are integrated to study behavior ranging from conditioned reflexes to creative and social behavior. As part of the course experience, students are required to participate as subjects in experiments conducted by the staff and advanced students, or to complete an equivalent assignment. 100 is a prerequisite for all other courses in the department. (Offered each semester.) **Staff. 4**

199—INTRODUCTORY TOPICS IN PSYCHOLOGY. A general category used only in the evaluation of transfer credit.

200—RESEARCH METHODS IN PSYCHOLOGY. An introduction to the principles of psychological research and elementary statistical analysis. 200 is a prerequisite for all research courses. (Offered each semester). **Staff. 4**

202—FIELD EXPERIENCE IN PSYCHOLOGY. This course provides the opportunity to gain practical experience working with various agencies and schools where opportunities have been identified by the instructor. Graded S/U. This course may be taken a maximum of two times for a total of four credit hours with the following stipulations: (1) Only two credit hours will count toward the 36-hour requirement for a Psychology major; (2) If taken twice, the two field settings must be substantially different and approved by instructor in advance. Students are strongly encouraged to make arrangements with their field placement site prior to final registration. For details regarding this procedure, see the course instructor at the time of pre-registration. Consent for enrollment will be given only after the completion of all arrangements. **Staff. 2**

210—CHILD AND ADOLESCENT DEVELOPMENT. Psychological development through adolescence. Topics covered include biological foundations, prenatal development, infancy, cognitive and language development, personality and social development (including emotional development, development

of self concept/self-esteem, morality, gender differences), and family and social policy issues. **Dow, Thios. 4**

211—RESEARCH IN CHILD AND ADOLESCENT DEVELOPMENT. Provides the student with research experience on problems of current interest in child and adolescent development. Must be taken concurrently with 210. **Dow, Thios. 2**

215—ADULT DEVELOPMENT AND GERONTOLOGY. This course considers the psychological development of adults from young adulthood through old age, including normal and special adult populations. Psychological aspects of adult behavior are examined across different stages of life. The course also considers the psychology of developmental events such as career development, family and community behavior, sex roles, life-long learning, leisure and recreation, stress and coping, and physical illness and death. Implications for social programs or educational interventions with adult populations are examined. **Hassebrock. 4**

216—RESEARCH IN ADULT DEVELOPMENT AND GERONTOLOGY. Provides the student with research experience on problems of current interest in adult development. Must be taken concurrently with 215. **Hassebrock. 2**

220—SOCIAL PSYCHOLOGY. The study of the nature and causes of individual behavior in social situations. Topics covered include attribution theory, social cognition, non-verbal communication, attitude change, prejudice and discrimination, interpersonal attraction, prosocial behavior, aggression, and group performance and decision making. **Przybyla. 4**

221—RESEARCH IN SOCIAL PSYCHOLOGY. Provides the student with research experience on problems of current interest in social psychology. Must be taken concurrently with 220. **Przybyla. 2**

230—INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY. This course considers the application of psychological theory and methodology to problems of organizations and the functioning of individuals and groups within organizations. Topics include job analysis and job selection procedures, performance appraisal, leadership and motivation at work, job commitment and satisfaction, organizational change and organizational development. **Przybyla. 4**

240—THEORIES OF PERSONALITY. Covers major theories of personality with intensive study of at least one theory. Readings in the phenomenological and self theories of personality are emphasized while class meetings are an opportunity for intensive group discussion. **Tritt. 4**

250—ABNORMAL PSYCHOLOGY. The study of "psychopathology," its development, course and treatment. Emphasizing definitions of abnormality, problems with diagnoses and labeling, and ethical issues. **Rasnake. 4**

260—HUMAN SEXUALITY. A survey of psychological, biological and sociological aspects of sexuality. Topics include prenatal sexual differentiation, sexual anatomy, physiology of sexual response, contraceptive behavior, sexual coercion, sexually transmissible diseases, sexual dysfunction, and cancer and other diseases of the reproductive system. **Przybyla. 4**

299—INTERMEDIATE TOPICS IN PSYCHOLOGY. A general category used only in the evaluation of transfer credit.

300—SEMINARS. Seminars in special areas within Psychology. Content will vary with staff and student interest. Designed for both majors and non-majors. Typically, seminars include lecture/discussion and student presentations. **Staff. 4**

301—SEMINAR: PSYCHOLOGY OF WOMEN. This course reviews psychological research and theories on women. Topics include androgyny, sex bias in psychological research, feminist theory, gender differences and similarities in personality and abilities, lifespan development, problems of adjustment and psychotherapy, sexism in language, women's health, female sexuality, and violence against women (rape and wife battering). **Rasnake. 4**

302—SEMINAR: PSYCHOLOGY OF BLACKS. This course reviews the psychological research that examines racism, prejudice and issues relevant to understanding the behavior of black people. Areas

of psychology that will receive special attention include: social, clinical, cognitive, learning, and research methods. **Freeman.** 4

303—SEMINAR: PSYCHOLOGY OF EXCEPTIONAL CHILDREN. This seminar reviews psychological research on children who have physical, intellectual, behavioral, or sensory characteristics that differ from the majority of children to such an extent that they require special instruction and related services in order to develop to their maximum capacity. Topics include intellectual exceptionalities (mental retardation, gifted and highly creative, learning disabilities), children with sensory disabilities (visual and hearing impairments), orthopedic and other physical disabilities, communication disorders, and behavioral and emotional disorders. **Thios.** 4

305—PSYCHOPHARMACOLOGY. This course begins with an intensive overview of the ways in which psychoactive drugs work, including discussions of neuronal function and neurotrasmitters, dose-response functions, tolerance and sensitization and toxicity. Agonistic and antagonistic drug effects are then studied, including the specific ways in which neurotransmitters may be effected by such actions. In the second half of the course, specific drugs used in the treatment of psychological disorders are studied in detail, including drugs to treat anxiety disorders, clinical depression and schizophrenia. Finally, recreational drug use is examined, including discussions of alcohol and marijuana. Issues of drugs, society and behavior are emphasized throughout the semester. **Kennedy.** 4

310—PSYCHOLOGY OF LEARNING. An examination of empirical and theoretical issues in the area of learning and motivation. Major theories of learning are studied and compared. Specific topics include the role and nature of reinforcement, biological constraints on learning, cognitive vs. associative perspectives on learning, methodological issues, and applications to behavior disorders and education. **Freeman, Karkowski.** 4

311—RESEARCH IN PSYCHOLOGY OF LEARNING. Offers the student actual research experience in a variety of experimental situations. Must be taken concurrently with 310. **Freeman, Karkowski.** 2

315—THE PSYCHOLOGY OF LANGUAGE AND THOUGHT. Psychology has had a long-standing interest in language for both philosophical and practical reasons. This course will survey the psychological approach to language and cover topics such as language perception (both verbal and written), comprehension, language acquisition, and complex issues involving the relationship between language and thought and the social uses of language. **Langston.** 4

316—RESEARCH IN THE PSYCHOLOGY OF LANGUAGE AND THOUGHT. The in-class projects will familiarize students with the most common research techniques in the study of language and thought. Students will apply this knowledge when conducting their own experiments for their independent projects. Must be taken concurrently with 315. **Langston.** 2

320—ENVIRONMENTAL PSYCHOLOGY. An examination of the relationship between the environment and psychological processes. Topics studied include early environmental experiences and development, environmental stressors such as crowding and noise, territoriality and privacy, environmental aesthetics, cognitive maps and way-finding behavior, effects of institutional size on performance, and attitudes towards the natural environment. **Heft.** 4

321—RESEARCH IN ENVIRONMENTAL PSYCHOLOGY. Provides the student with experience in conducting field research. A variety of approaches are utilized including field experiments and naturalistic observation. Must be taken concurrently with 320. **Heft.** 2

330—COGNITIVE PSYCHOLOGY. This course examines the nature of how people acquire, remember, and use knowledge. Topics covered include memory, attention, imagery, problem solving, decision making, comprehension, artificial intelligence, and applications to learning and instruction. **Hassebrock.** 4

331—RESEARCH IN COGNITIVE PSYCHOLOGY. Provides the student with research experience on problems of current interest in cognitive psychology. Must be taken concurrently with 330. **Hassebrock.** 2

340—SENSATION AND PERCEPTION. The course involves analysis of sensory systems and perceptual processes. Examination of this area will include a consideration of approaches such as psychophysics, signal detection theory, information-processing theory, Gestalt theory, and ecological theory. Topics include sensitivity to light and sound; tactile perception; color perception; depth and shape perception; perceptual illusions; perception of environmental and self-motion; perceptual adaptation; and perceptual learning and development. **Heft, Snyder. 4**

341—RESEARCH IN SENSATION AND PERCEPTION. This course offers experience in conducting research on sensory processes and perception. Students are exposed to different research techniques and investigate problems relating to the various sensory modalities. Must be taken concurrently with 340. **Heft, Snyder. 2**

350—PHYSIOLOGICAL PSYCHOLOGY. This course explores the relationships between the brain and nervous system and behavior, and includes topics ranging from neuroanatomy and pharmacology of the nervous system to the biological bases of "mental" illness. The interactions among the nervous and endocrine systems are emphasized in an attempt to understand how basic physiological principles can serve in the understanding of complex phenomena, including emotion, learning, sleep and arousal and sexual behavior. **Kennedy. 4**

351—RESEARCH IN PHYSIOLOGICAL PSYCHOLOGY. This course focuses on basic research methodologies and techniques that are commonly used to examine the biological bases of behavior. Students are given "hands on" experience in the design and execution of several research projects. Must be taken concurrently with 350, or by consent. **Kennedy. 2**

355—HEALTH PSYCHOLOGY. As a relatively new field within psychology, health psychology is primarily concerned with behavioral contributions to the etiology, maintenance and prevention of illness. This course will adapt a biopsychosocial model of health and illness, emphasizing the interactions among such variables (biological, psychological/behavioral, social) in health-illness outcomes. Topics include behavioral contributions to cancer, coronary heart disease, stress-related illness and AIDS. "Risk factors" for such illnesses, including personality predispositions and coping style, will also be studied. **Kennedy. 4**

356—RESEARCH IN HEALTH PSYCHOLOGY. This course emphasizes the methods and techniques commonly used in health psychology research. Students will participate as subjects and experimenters in designing research questions of interest to health psychologists, gathering data and analyzing/interpreting data. **Kennedy. 2**

360—INTRODUCTION TO CLINICAL PSYCHOLOGY. A study of assessment, intervention, and evaluation strategies within the field of clinical psychology. Topics include clinical interview, psychological testing, consultation and education, crisis intervention, and therapy evaluation. The relationship between theory and practice will be considered from a variety of perspectives including psychoanalytic, behavioral, humanistic, and family systems. (Not offered 1996-97, offered 1997-98.) **Rasnake. 4**

361-362—DIRECTED STUDY. **Staff. 3-4**

363-364—INDEPENDENT STUDY. **Staff. 3-4**

370—STATISTICS FOR BEHAVIORAL SCIENCES. An introduction to techniques of measurement. Special emphasis is placed on sampling theory, tests of significance, analysis of variance, regression, and using SPSS for analysis. Not open to those with credit in Mathematical Sciences 102. **Freeman, Snyder. 4**

380—BEHAVIOR GENETICS. The role of nature and nurture in behavioral development. Topics include intelligence, personality, schizophrenia, depression, alcoholism, and other behavioral traits. (Not offered 1996-97.) **Morris. 4**

399—ADVANCED TOPICS IN PSYCHOLOGY. A general category used only in the evaluation of transfer credit.

400—JUNIOR/SENIOR SEMINAR IN PSYCHOLOGY. This seminar will examine how major theoretical perspectives in psychology are shaped by cultural values and beliefs, modern technology and mass media. The role of psychology in understanding and shaping responses to several contemporary social issues and problems will be explored. An emphasis will be placed upon understanding how people construct meaningful interpretations of individual and social actions in everyday life. **Hassebrock, Heft. 4**

410—HISTORY AND SYSTEMS OF PSYCHOLOGY. This course examines major issues in psychology as they have been addressed throughout its history, from the writings of the Greek philosophers to twentieth century theories and experimental investigations. These issues include mind-body relations, processes of knowledge acquisition such as perception and learning, characteristics of human motivation and personality, and the nature of thought and memory. The philosophy of scientific inquiry in relation to the field of psychology is also considered. **Heft, Rasnake. 4**

451-452—SENIOR RESEARCH. Either must have taken or be taking concurrently Psychology 370. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

470—TEACHING METHODS IN PSYCHOLOGY. By consent only. **Staff. 3-4**

Religion

Professor David O. Woodyard, Chair

Professor David O. Woodyard; Associate Professors John L. Jackson, Joan M. Novak; Assistant Professors C. Keith Boone, Harold Van Broekhoven, John E. Cort; Visiting Lecturer in Jewish Studies, to be appointed.

Departmental Guidelines

Religion is an essential part of humanistic studies in a liberal arts education. The study of religion is one way to establish a view of reality, and more specifically a view of the meaning of human existence as individuals and as social beings in relation to ultimate reality.

The goals of the Department are to familiarize the student with the nature of religion, to give him or her an understanding of both Western and non-Western religious traditions, to help the student develop critical and analytical skills for examining the various religious systems offered in a pluralistic society, and to examine his or her own religious perceptions.

A Major in Religion

The major in religion seeks to give the student a focus which will enable him or her to integrate the study of a variety of fields into a cohesive world view. The courses for the achievement of these objectives will be chosen in consultation with the staff.

Nine courses are required for the major, including the Senior Seminar or its equivalent. Most courses in the department fall within four divisions. Majors are required to select courses from each division as follows:

Religious Studies (2 courses): 202, 204, 205, 207, 210, 213, 217, 229, S/A 317, S/A 331

Biblical Studies (1 course): 211, 212, 308, 309

Non-Western Studies (1 course): 215, 216, 233

Theological Studies (2 courses): 201, 224, 228, 301, 319, ID 392

A Minor in Religion

Each student who aspires to a minor in the academic study of religion develops his/her selection of courses in consultation with the Department. Any minor at Denison requires structure, and the Department **strongly recommends** that students fulfill the requirement of six courses by taking Religion 201 (The Reality of God); Religion 211 or 212 (Introduction to Old or New Testament); Religion 215 (Hinduism), Religion 233 (Buddhism), or Religion 216 (Religions of China and Japan); Religion 224 (Christian Ethics), plus an elective. The Senior Seminar or its equivalent is one of the six courses required for the minor.

Note: Revision of major and minor requirements have been proposed by the department and final approval by the Governance System is pending at the time of catalog publication. Students interested in a major or minor should consult a member of the department.

Course Offerings

101—INTRODUCTION TO THEOLOGY. Theology is an attempt to understand ourselves and our world in relation to transcendent reality. It is simultaneously an attempt to state persuasively the claims of faith in relation to the controlling experiences of an era. The course will focus upon theological responses to issues like environmental deterioration, race and gender, war and violence. **Woodyard. 4**

102—ETHICS, SOCIETY AND THE MORAL SELF. An introductory course which explores contemporary moral dilemmas in light of a variety of ethical alternatives. A variety of moral approaches will be compared. Practical applications will vary but usually include dilemmas related to sexuality, economic justice, racism and sexism, and the use of violence. **Novak. 4**

103—WORLD RELIGIONS. An introduction to the comparative study of religion, involving case study surveys of several of the major religious traditions of the contemporary world. Guiding questions include: What does it mean to live within each tradition? What does one do? How does one view the world? To what extent is religion a matter of personal experience and to what extent a matter of social and cultural experience? How do we begin to study the world's religious traditions? **Cort. 4**

199—INTRODUCTORY TOPICS IN RELIGION. A general category used only in the evaluation of transfer credit.

201—THE REALITY OF GOD. The premise of the course is that the metaphors we use for God are profoundly consequential. The ways we image God effect our understanding of ourselves and our society. We will explore how particular metaphors impact economic justice, the ecological crisis, history and human oppression as well as our personal lives. **Woodyard. 4**

202—JEWISH STUDIES. The course is an inquiry into the nature of Judaism. The emphasis will be on the development of Rabbinic Judaism during the first half of the first millennium: Theology, History, Rabbinic Literature, Holy Day, and life cycle observances. **Staff. 3**

204—SCIENCE AND RELIGION. This course examines science and religion as social institutions and systems of knowledge, comparing the kinds of language they use, their methods of discovery/creating knowledge, and the ways they evaluate truth-claims. Selected topics will examine religious responses to specific historical developments in science and philosophy, such as the Copernican revolution, evolution and creation science, social Darwinism, positivism, psychological determinism, and modern physics. This study will provide a basis for determining what has been and ought to be the relationship between science and religion. **Novak. 4**

205—RELIGION AND NATURE. An investigation of the religious value of nature in Christianity and Buddhism, and in particular in America and Japan. We look at how people in these cultures have viewed the place of humanity within the world of nature, and the relationships among humanity, God and nature. **Cort. 4**

206—RELIGION IN AMERICAN POLITICS AND LAW. This course explores the interplay between religion and American culture through the lenses of politics and law. Is there an American view of religion? Is there a religious view of America? Is there an inherent tension between religion and constitutional democracy? Among the topics to be treated are the following: religion in education; science and religion; "civil religion"; war and religion, sects, cults and Native American practices; religious values in the making of public policy. **Boone. 4**

207—RELIGION AND ART. This course explores the relationship between artistic expression and religious experience. At the heart of the course is the question, "What is the relationship between religion and art?" To explore this question, we will undertake a comparative study of the use and critique of sacred images in Hinduism and Christianity. **Cort.4**

210—THE NATURE OF RELIGION. This course explores some of the ways different scholars have asked and attempted to answer the basic questions, What is religion? What is religious experience? How does one lead a properly religious life? Scholarly approaches include those of history, philosophy, theology, anthropology and psychology. **Cort. 4**

211—INTRODUCTION TO THE OLD TESTAMENT. This course introduces the history of Israel and early Judaism as well as the literary character, the religious phenomena and the theological themes of the Hebrew Bible (or Old Testament). **Van Broekhoven. 4**

212—INTRODUCTION TO THE NEW TESTAMENT. This course introduces the main areas of New Testament studies: the history, culture, and religious background of the New Testament community; the characteristics, religious phenomena and theological themes of the New Testament writings, and the history of the development of thought during the early centuries of the church, leading to the council of Nicaea. **Van Broekhoven. 4**

213—HISTORY OF CHRISTIAN THOUGHT. A topical study in the development of Christian teachings from the early Middle Ages to the 19th Century. Changing concepts of the church, and its approach to human problems are studied. **Van Broekhoven. 4**

215—HINDUISM. An historical and thematic survey of the beliefs and practices of the people of the Indian subcontinent from ancient times until today. Reading selections include both classical texts and modern interpreters. **Cort. 4**

216—RELIGIONS OF CHINA AND JAPAN. This course explores the basic teachings and historical development of the most influential religious traditions and schools of thought in East Asia, including Confucianism, Taoism, Buddhism, and Shinto. Attention is given to classical texts, popular practice and the recent impact of Western culture on East Asian religion. **Cort. 4**

217—SECTS AND CULTS. A study of religious cults, sects, and movements in America. The course will investigate both Western and Oriental religious movements. Western movements would include charismatic, adventist and legalistic sects within Christianity. Oriental movements would include cults of Hindu, Buddhist, and Islamic origins. The study would deal with the theology and practices of the groups, and with problems of the relationship of these religions to society. **Jackson. 4**

224—CHRISTIAN ETHICS. An inquiry into the lifestyles based on biblical presuppositions and theological convictions. The course deals with both theory and practice. Various theological perspectives will be considered as we examine specific applications, such as social and economic justice, medical ethics, and the use of violence. **Novak. 4**

228—BLACK RELIGION AND BLACK THEOLOGY. An introductory course in the study of Black religion and Black theology. It is an interdisciplinary examination of the various aspects and expressions of Black religion, including religious sects, the Black Muslims, mutual aid societies, etc., for the purpose of extracting and validating the data and norm of Black theology. The sociological and theological issues surrounding the construction and analysis of the norm for Black theology will be critically discussed. **Jackson. 4**

229—WOMEN AND WESTERN RELIGION. An introductory course analyzing the historical experiences of women within Western religion and contemporary trends in feminist theological thought. Although emphasis will vary, students will be asked to evaluate critical topics such as: how the Bible presents women, feminist reconstructions of Biblical texts, arguments that Christianity and Judaism are essentially sexist, feminist Christian and Jewish theological reconstructions and contemporary Western Goddess spirituality. **Novak. 4**

233—BUDDHISM. An historical and thematic survey of the Buddhist tradition from the time of Siddhartha Gautama, the Buddha, until the present. Emphasis upon the ways in which Buddhist teachings and practices have interacted with and been changed by various cultures in Asia, and more recently in North America. **Cort. 4**

299—INTERMEDIATE TOPICS IN RELIGION. A general category used only in the evaluation of transfer credit.

301—A MAJOR THEOLOGIAN OR MOVEMENT. (Not offered 1996-97.) **Staff. 4**

308—NEW TESTAMENT STUDIES. This seminar will examine in depth either a text or group of texts or a theme that is important in the New Testament. (Not offered 1996-97.) **Van Broekhoven. 4**

309—OLD TESTAMENT STUDIES. This seminar will concentrate on either a text or group of texts or a theme that is important in the Hebrew Bible (or Old Testament). (Not offered 1996-97.)
Van Broekhoven. 4

317—RELIGION AND SOCIETY. (Same as Sociology/Anthropology 217) This course investigates the relationships between religion and society and the social dimension of religious truth-claims. The central theme entails a cross-cultural study of religious influences on both social stability and change or revolution. In exploring this tension between religion and existing socioeconomic and political orders, we will consider such examples as religious movements, civil religion, and liberation theology. Prerequisite: Consent. **Maynard, Woodyard. 4**

319—THE HUMAN CONDITION: ECONOMIC FACTORS AND THEOLOGICAL PERSPECTIVES. Exploration of the interfaces between theological claims and economic policies. The focus will be on the impact of theology upon societal values and of societal values upon economic institutions. Of special concern will be the ways in which outmoded societal values are sustained in the form of economic institutions which may oppress a minority or even a majority in a society. The context of the study will include both the Third World and the United States. (Not offered 1996-97.)
Woodyard, King. 4

331—INDIVIDUALISM IN U.S. SOCIETY. (See (S/A 331) (Not offered 1996-97.)
Maynard, Woodyard. 4

340—SEMINAR: SPECIAL TOPICS. **Staff. 4**

350—SENIOR SEMINAR. The seminar will focus upon comparing methodological approaches and exploring fundamental issues within the discipline, with the goal of helping senior students critically reflect upon how religious phenomena are analyzed and investigated. The seminar is required for all majors and minors; specific topics and format will vary from year to year. **Staff. 4**

361-362—DIRECTED STUDY. **Staff. 3-4**

363-364—INDEPENDENT STUDY. **Staff. 3**

392—ETHICAL DECISIONS IN MEDICINE. (See I.D. 392 under special courses and opportunities)
Novak. 4

399—ADVANCED TOPICS IN RELIGION. A general category used only in the evaluation of transfer credit.

451-452—DIRECTED RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Sociology/Anthropology

Professor Bahram Tavakolian, Chair

Professors Kent Maynard, Bahram Tavakolian; Associate Professor Susan Diduk; Assistant Professors Anita M. Waters, Stephanie Spears, Mary Tuominen; Instructor Tammy Lewis; Assistant Professor part-time Carol Goland; Affiliated Scholar Brad Lepper

Departmental Guidelines

Major in Sociology/Anthropology

The major in Sociology/Anthropology is designed to meet the educational needs of three kinds of students: (1) those whose interests focus on a liberal arts education and who wish to use the disciplines to understand sociocultural institutions and change, as well as to gain insight into cross-cultural patterns; (2) those who wish to use sociology/anthropology as a background for certain occupations such as law, social work, business, public service, and human service careers; and (3) those who expect to pursue graduate study in sociology or anthropology, leading to a teaching, administrative, or research career.

A major in sociology/anthropology must complete nine courses within the department. Five of those courses comprise a core curriculum including S/A 100, 200, 250, 316, and 420/421. The other four courses must be selected from among the following categories: Studies of the Individual in Culture and Society; Studies of Sociocultural Institutions; Studies of Social Structure and Inequality; and Studies of Sociocultural Change. Students must select at least one course from each category. At least two elective courses must be at the 300 level. Off-campus experiences are also available for students to supplement traditional course offerings.

Minor in Sociology/Anthropology

Completion of a minor in Sociology/Anthropology requires a student to complete S/A 100, 200, either S/A 316 or 250 and additional courses from three different categories of electives for a total minimum of 24 credits. At least one elective course must be at the 300 level. These additional credits must be identified through consultation with departmental faculty and designed to fulfill integrative curricular objectives.

Course Offerings

100—PEOPLE, CULTURE, AND SOCIETY. An examination of fundamental questions concerning the nature and foundations of sociocultural behavior. The course presents a variety of sociocultural approaches for understanding human nature and hominid evolution, cross-cultural similarities and differences, the sources of inequality, and the enormity of recent social change. This course satisfies the Social Inquiry requirement and has no prerequisite. This course is required of all majors and minors in sociology/anthropology. **Staff. 4**

199—INTRODUCTORY TOPICS IN SOCIOLOGY/ANTHROPOLOGY. A general category used only in the evaluation of transfer credit.

200—THE DEVELOPMENT OF SOCIAL THOUGHT. An investigation of the classical foundations of social thought and sociocultural theory in sociology/anthropology. The course will concentrate on the original works of such authors as Marx, Weber, Durkheim, Martineau, DuBois and other significant

authors of the nineteenth and early twentieth centuries. This course is required of all majors and minors in sociology/anthropology. SA200 satisfies the Critical Inquiry requirement. Prerequisite: 100 or consent.
Waters, Diduk, Maynard. 4

210—SEXUAL INEQUALITY. This course compares and evaluates a variety of theories which attempt to explain the origins, persistence and effects of sexual inequality in American society. In particular, it explores a number of settings: the family, the work place, the political arena, religious activity, violence against women, and face-to-face interactional contexts. Special attention is given to the ways in which race/ethnicity, class and sexual orientation shape gender experiences. Although its primary focus is American society, the course compares problems of sexual inequality in American society with other, quite different, societies in order to gain a comparative understanding of how discrimination, prejudice, and structural inequality, wherever they are found, create special problems for women. Throughout, the focus is on learning to use structural, historical, and theoretical information as guides to understanding social change and the choices facing women and men. This course satisfies the Minority/Women's Studies requirement and has no prerequisite. **Spears, Tuominen, Diduk. 4**

212—RACE AND ETHNICITY. An introduction to the sociocultural analysis of race and ethnic group membership, in its various historical and geographical contexts, especially that of the contemporary United States. The reasons that ethnic group membership has remained an important factor in social life and the conditions under which such membership forms the basis of social and political mobilization are explored. Key concepts including assimilation, neo-colonialism, pluralism and racial group formation will be critically evaluated, with some attention drawn to their ideological basis, explanatory power and policy implications. This course satisfies the Minority/Women's Studies requirement and has no prerequisite. **Waters. 4**

214—AMERICAN SOCIETY. An introduction to American society and contemporary social problems. What is the nature of our society and how does it differ from others? How have major economic and political trends, and/or cultural ideas and values shaped our characteristics as a society? The course will focus on a number of social problems, such as alienation, poverty, crime, child abuse, environmental pollution and bureaucratic inefficiency. Students will learn not only the character of such problems, but grapple with different explanatory theories and alternative models which propose solutions. This course satisfies the American Social Institutions requirement and has no prerequisite.
Tavakolian, Lewis, Maynard. 4

217—RELIGION AND SOCIETY. This course investigates the relationships between religion and society, and the social dimension of religious truth-claims. The central theme entails a cross-cultural study of religious influences on both social stability and change or revolution. In exploring this tension between religion and existing socioeconomic and political orders, we will consider such examples as religious movements, civil religion, and liberation theology. No prerequisite. (Not offered in 1996-97)
Maynard, Waters. 4

224—HUMAN ORIGINS AND PREHISTORY. This course examines the topics of human origins, human nature, evolution, and prehistory, emphasizing the interplay between biological and sociocultural aspects of human life. Readings will draw from accounts of primate social behavior, hominid evolution, and archaeology to investigate the foundations of our uniquely human form of adaptation through culture. No prerequisite. **Lepper. 4**

235—COMPARATIVE THERAPEUTIC SYSTEMS. The course examines the sociocultural bases of both Western and non-Western medical and psychiatric systems. It focuses especially on different cultural assumptions about the nature and causes of illness and the institutional arrangements for the care of patients. The course will consider a variety of social scientific theoretical perspectives on the relationship between illness, medicine, and society. It will assess the degree to which non-Western medical systems may be compatible with and/or of benefit to Western medicine and psychiatry. This course satisfies the Non-Western Studies requirement and has no prerequisite. (Not offered 1996-97.)
Maynard. 4

242—DEVIANCE AND SOCIAL CONTROL. This course will explore the structures and processes by which conceptions of deviance are formed and reactions to deviance are developed and maintained. By looking at deviance from a cross-cultural perspective and with a recognition of the links between private events and public processes, we will address the connections between deviance and the political, economic, informational, and legal systems in society. No prerequisite. (Not offered 1996-97.)
Tavakolian. 4

244—ENVIRONMENT, TECHNOLOGY, AND SOCIETY. This course will explore the relationships between social institutions, their environments and technology. We will examine the process by which these three elements interact, change and are manifested. These three elements define the human, or individual, proportions of our immediate ecosystem. Social institutions must gather, process and distribute energy resources in order for their members to survive. Technologies, material and ideational, become means of adaptation societies use to reduce uncertainty and minimize the costs associated with producing energy by manipulating and changing their physical environments. The course will examine these issues, requiring students to apply these concepts in real world contexts. This course serves as one of the elective courses for the Environmental Studies Minor and has no prerequisite.
Lewis. 4

245-246—SPECIAL PROBLEMS. Special problems courses which are offered at an intermediate level in topics not covered in regular courses. (Examples: Ecology and Culture; Literature and Society). No prerequisite. **Staff. 4**

250—SOCIOCULTURAL METHODS. This course provides experience in the design and implementation of sociocultural research. In addition to current techniques of collecting, analyzing, interpreting, and reporting data, we will examine the epistemological issues that underlie social research, the ethical questions involved in research, and the assumptions on which various research strategies are based. Students will be involved in actual research experiences which allow them to apply the information of the course. Required of majors. Prerequisite: 100 or consent.
Tuominen, Lewis, Waters. 4

299—INTERMEDIATE TOPICS IN SOCIOLOGY/ANTHROPOLOGY. A general category used only in the evaluation of transfer credit.

311—LAW, CRIME AND SOCIETY. In this course we explore the intersecting relationships between law, crime, justice and society. While our primary focus is on U.S. society, we will include a cross-cultural analysis. In addition, we examine the ways in which race/ethnicity, gender and class shape experiences of law and justice. Our exploration of western societies incorporates a thorough analysis and application of classical liberal political theory, contemporary critical legal theory and historical analysis. Prerequisite: 100 or consent. (Not offered 1996-97) **Tuominen. 4**

313—FAMILIES, SEXUALITY AND THE STATE. In this course we analyze historical and contemporar patterns of family organization and the relationship of families to broader political and economic structures. Our primary focus is on family and kinship structures in the United States. In addition, we examine the ways in which race/ethnicity, economic status and sexual orientation shape family structures and experiences. We explore specific issues including women's paid and unpaid domestic and care-giving labor; family structures and the state; industrial development and family structures; ideologies of motherhood; children's, parents' and state's rights; and reproductive technologies. This course satisfies the Minority/Women's Studies requirement. Prerequisite: 100 or consent.
Spears, Tuominen. 4

315—WORK AND SOCIETY. In this course we explore major social, political and economic transitions and the impact of these transitions on work in contemporary industrialized and industrializing societies. We analyze work in both the formal market economy and the informal (underground) economy, and unpaid as well as paid labor. In addition, we examine the ways in which gender, race/ethnicity and class shape work. Prerequisite: 100 or consent. (Not offered 1996-97) **Tuominen. 4**

316—CONTEMPORARY SOCIOCULTURAL THEORY. Analyses of central theoretical questions in sociology/anthropology. Historical developments and major paradigms within the two disciplines are explored. The process of theory construction is examined and a critical perspective developed. Required of majors. Prerequisite 100 and 200. **Tavakolian. 4**

319—INDIAN SOCIETIES OF LATIN AMERICA. Ethnography of Native Americans south of the Rio Grande, with special emphasis on cultural contact, domination, and persistence. The wide variety of adaptations to the environment, and institutional arrangements of economics, politics, kinship, and religion will also be explored. Ethnographic case studies will be utilized in order to assess the impact of cultural domination on indigenous societies and their attempt to maintain a traditional way of life. This course satisfies the Non-Western Studies requirement. Prerequisite: 100 or consent. (Not offered 1996-97) **Maynard. 4**

320—PEOPLES AND CULTURES OF SUB-SAHARAN AFRICA. The course is an examination of the historical, ethnic and cultural diversity of sub-Saharan African societies. It considers questions of economic development, urbanization, agricultural production and the role of the contemporary African state upon rural polities. This course also examines African systems of thought within the context of ritual. This course satisfies the Non-Western Studies requirement. Prerequisite: 100 or consent. (Not offered 1996-97) **Diduk. 4**

321—WOMEN IN DEVELOPING SOCIETIES. The focus of this course will be on two interrelated issues: 1) the impact of socioeconomic change on the roles and life-experiences of women in developing societies, and 2) the social and economic contributions of women within the development process. By adopting a cross-cultural perspective, we intend to investigate how and why global patterns of socioeconomic change have had markedly different effects on the lives of women in diverse regions of the world. A further consideration dependent upon our cross-cultural approach will be an evaluation of the appropriateness of Western-style change, including feminist orientations toward women's liberation, within Third World contexts. Prerequisite: 100 or consent. **Diduk, Tavakolian. 4**

323—PEOPLES AND CULTURES OF THE MIDDLE EAST. The focus of this course is an examination of the ecological, historical, and sociocultural diversity of peoples of the Middle East (from North Africa to Afghanistan). In addition to the study of ecological adaptation, social structure, and ideology in traditional village and nomadic communities, we will examine the effects of urbanization, economic development, and nation-building on contemporary populations of the Middle East. This course satisfies the Non-Western Studies requirement. Prerequisite: 100 or consent. (Not offered 1996-97.) **Tavakolian. 4**

325—THE CHALLENGE OF MODERN CHINA. Since the establishment of the People's Republic of China in 1949, the Chinese people and their government have been carrying out an experiment in economic and social reorganization on a vast scale. Both their successes and failures are opportunities for us to gain a better understanding of social processes. This course is intended to cover post-1949 China in the context of that society's recent history (1850-1949). There will be a general focus on the political economy — as expressed in economic organization and political structures — and on the dominant ideology of the society. Special attention will be given to rural and urban political and economic structures, the organization of work, the role of the family in society, the status of women, and recent moves to integrate China into the international market system. This course satisfies the Non-Western Studies requirement. Prerequisite: 100 or consent. (Not offered 1996-97.) **Staff. 4**

331—CULTURE, SOCIETY, AND THE INDIVIDUAL. An examination of the relationship between individuals, their society, and culture. The impact of society and culture on individual behavior, personality development, and modes of thought will be investigated in detail. Both Western and cross-cultural examples will be used to assess different models of social determinism and the cultural impact of human decisions and action. This course will have special emphasis on how the individual relates to the ecosystem and environmental issues. Prerequisite: 100 or consent. **Spears, Maynard. 4**

333—CAUSES AND CONSEQUENCES OF CHANGE. This course analyzes the sources, processes and directions of social and cultural change. It examines different theoretical models which account for social change. Of particular importance are conceptual distinctions between evolution, modernization, industrialization, urbanization, revolution, economic development and cultural domination. Possible topics for exploration may include change brought through population increase, the growth of technology, exploitation of resources, migration and hunger. Prerequisite: 100 or consent. **Lewis. 4**

336—THE CROSS-CULTURAL STUDY OF ART. The course will explore aesthetic production from a cross-cultural perspective looking predominantly at non-industrial societies. In doing so, it looks at the role of the artist, the public, and artistic production, in cultural contexts as varied as the Walbiri of Australia, the Guro of Ivory Coast, the Ashanti of Ghana and the Balinese of the island of Bali. It considers how societies define the aesthetic in cultural life. Theories proposed by anthropologists and sociologists on the function and significance of art are compared. The role of ritual, conceptions of time, and processes of symbolic construction will be examined. Given anthropology's and sociology's concern with cross-cultural patterns, the latter three weeks of the course will compare art in non-industrial societies with contemporary Western art movements. This course satisfies the Non-Western Studies requirement. Prerequisite: 100 or consent. (Not offered 1996-97.) **Diduk. 4**

338—POPULAR IDEOLOGY AND MASS CULTURE. This course will develop an understanding of the sociocultural production of meaning and its implications for both the individual and society. While different renditions of the course may make use of distinct vehicles of popular culture, e.g., novels, comic books, film, television, or music, a central objective will remain how such forms of popular

culture function in society. The texts or discourses produced by the agencies which dominate the dissemination of mass culture are ideological artifacts which contain within them the elements of cultural myth. Collectively these elements are interpreted and applied in socially meaningful ways on a daily basis. We will emphasize how such symbolic constructions and the institutions which organize them, both articulate the ideological underpinnings of society as well as provide a basis for their critique. Prerequisite: 100 or consent. **Waters, Maynard. 4**

339—CULTURE, IDENTITY AND POLITICS IN CARIBBEAN SOCIETY. This course focuses on the social, cultural and political life of the Caribbean area, especially the English- and French-speaking areas. A fragmented group of nations decidedly on the periphery of the global economy, the Caribbean was once one of the richest areas of the world. Its riches then depended on the labor of enslaved Africans; the fruits of the plantation economy were enjoyed mainly by European planters. What is the legacy of such a history? We review the variety of Caribbean polities, from the strong democractic traditions of Jamaica to the autocratic rulers of Haiti, and explore how the Caribbean's unique combination of cultural influences affect the political processes, ways of life, class divisions and ethnic stratification evident in the Caribbean today. This course satisfies the Non-Western Studies requirement. Prerequisite: 100 or consent. (Not offered 1996-97.) **Waters. 4**

340— SOCIAL MOVEMENTS. This course explores social movements as a primary means of social change. It attempts to understand the conditions which precede, accompany and follow collective action. Particular case studies for analysis will be drawn from the United States and cross-cultural contexts to illustrate that social movements are human products that have both intended and unintended consequences. Prerequisite: 100 or consent. **Lewis, Tuominen. 4**

345-346—SPECIAL PROBLEMS. Special problems which are offered at an advanced level in topics not covered in regular courses. (Examples: Women's Health Issues; Prospects for the Future of Afghanistan; Social Work; Feminist Theory; Women and Work; and Social Policy.) Prerequisite: consent. **Staff. 4**

347—POWER IN SOCIETY: The course examines relationships between the distribution of power in society and the nature and extent of social inequality. Gaining an understanding of the causes and consequences of social stratification in human societies is a major goal. Attention will be focused on inequality structured by gender, age, race, ethnic differentiation, and unequal access to economic resources. The focus of the course will be upon comparative stratification systems whether local, national or international. Prerequisite: 100 or consent. (Not offered 1996-97.) **Lewis. 4**

361-362—DIRECTED STUDY. Credit earned will be determined by departmental evaluation. **Staff. 1-4**

363-364—INDEPENDENT STUDY. **Staff. 3**

399—ADVANCED TOPICS IN SOCIOLOGY/ANTHROPOLOGY. A general category used only in the evaluation of transfer credit.

420-421—SENIOR RESEARCH SEMINAR. An integrative course designed to be a culmination of the student's work in the major. This is a TWO-SEMESTER course which focuses on the design and completion of a year-long research project for all senior majors. This provides the basis for then reflecting about the nature and importance of sociology/anthropology as a discipline and in relation to our role as researchers and citizens. Required of senior majors. **Tuominen. 2/semester**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Theatre and Cinema

Professor Jon R. Farris, Chair

Professors Jon R. Farris, R. Elliott Stout; Assistant Professors David Bussan, Peter Pauzé, Mark Ringer, Cynthia Turnbull-Langley

Departmental Guidelines

The majors in theatre and cinema are designed to aid the serious student to develop his or her artistic and intellectual potential, to cultivate discipline of thought and craft, and to foster the creative imagination.

The goals of the majors in theatre and cinema are twofold: first, to provide students with a working knowledge of the fundamental principles of each of the several arts of the theatre and cinema, with practical application of those principles in stage and cinema production; and second, to develop analytical skill, facility in problem-solving, historical perspective, and appreciation of aesthetic form.

The programs in theatre and cinema aim to develop the skills of thoughtful inquiry, informed judgment, and imaginative response that are fundamental to the rewarding pursuit of any profession. In addition, these programs aim to provide a sound basis for graduate study in theatre or cinema.

Required Courses for Major in Theatre — B.A.: 40 credits

Three courses from the following four courses:	(9 credits)
123—Acting I	
140—Costuming	
144—Technical Theatre I	
145—Lighting	
201—The Development of Dramatic Art	(4 credits)
301—History of the Theatre I	(4 credits)
302—History of the Theatre II	(4 credits)
333, 334, or 335—Theatre Workshop	(3 credits)
404—Drama Seminar	(4 credits)
One course from the following four courses:	(4 credits)
403—Theatre History Seminar	
404—Drama Seminar	
415—Play Direction	
426—Theory of Theatre	
Elective courses in Theatre or English 215 or English 240	(8 credits)

Required Courses for Major in Theatre — B.F.A. Degree: 56 credits

Note: In addition to the General Education requirements specified on page 6 for the B.F.A. degree, candidates for the B.F.A. degree in Theatre must complete the foreign language requirement (3 semesters or equivalent).

123—Acting I	(3 credits)
140—Costuming	(3 credits)
144—Technical Theatre I	(3 credits)
201—The Development of Dramatic Art	(4 credits)
301—History of the Theatre I	(4 credits)
302—History of the Theatre II	(4 credits)
333, 334, or 335—Theatre Workshop	(6 credits)
404—Drama Seminar	(4 credits)

415—Play Direction (4 credits)

In addition, B.F.A. candidates will complete one of the following sequences:

Performance Emphasis:

224—Acting II (4 credits)
290—Voice for the Actor (3 credits)
331—Acting III (4 credits)
424—Acting IV (4 credits)
DANCE: Modern and/or Ballet — two technique courses (3 credits)
VOICE: Selected from Music 140 (private lessons), Music 141 (voice class), or Communication 231 (Voice and Diction) (3 credits)

Design/Technical Emphasis

145—Lighting (3 credits)
340—Scene Design (4 credits)
345—Technical Theatre II (4 credits)
347—Costume Design (4 credits)
401—Theatre Practicum: a, d, e, or f (6 credits)

Required Courses for Major in Cinema — B.A. Degree: 32 credits

104—World Cinema (4 credits)
219—Elementary Cinema Production (4 credits)
310—Video Theory and Production (4 credits)
326—History of Cinema (4 credits)
410—Advanced Cinema Production (4 credits)
412—Theory of Cinema (4 credits)
Elective course in Cinema (4 credits)
One course from the following five courses: (4 credits)
- TC 201—Development of Dramatic Art
- Art 117—Photography I - Foundation
- Com 225—Radio and Television in America
- Mus 116—Multi-track Recording and Computer Notation
- Phil 369—Philosophy of the Arts

Required Courses for Minor in Theatre: 20 credits

109—Introduction to the Theatre (4 credits)
One course from the following four courses: (3 credits)
- 123—Acting I
- 140—Costuming
- 144—Technical Theatre I
- 145—Lighting

201—The Development of Dramatic Art (4 credits)
301—History of the Theatre I; or 302—History of the Theatre II (4 credits)
333, 334, 335—Theatre Workshop (1 credit)
404—Drama Seminar, or 426—Theory of Theatre (4 credits)

Required Courses for Minor in Cinema: 20 credits

104—World Cinema (4 credits)
219—Elementary Cinema Production (4 credits)
326—History of Cinema (4 credits)
410—Advanced Cinema Production (4 credits)
412—Theory of Cinema (4 credits)

Course Offerings

104—WORLD CINEMA. An introductory study of the dominant theatrical medium of the 20th century. Critical analysis of narrative, documentary, animation, and experimental cinema. An introduction to basic scholarly and evaluative approaches to film and video art. Screenings, readings, and critical papers. Offered once per year. No prerequisites. Required of Cinema majors. **Stout. 4**

109—INTRODUCTION TO THE THEATRE. A study of the fundamental aesthetic principles of the theatre, examining the artistry of playwright, actor, director, and designer through theory and practice. Attendance at Department's mainstage productions is required. Writing is emphasized through critiques and papers. **Pauzé, Turnbull-Langley. 4**

121—ELEMENTARY ACTING. The student is introduced to exercises designed to free the imagination through improvisation and theatre games as well as various psychodramatic techniques. In addition, the basic skills of physical and vocal technique are explored through scene work. Designed for the non-major. **Ringer, Staff. 3**

123—ACTING I: VOICE AND MOVEMENT. An integrated approach to free, develop, and strengthen the voice and the body of the performer. Special attention is given to improvisation, and the discovery of action implied by dialogue in a play script. The beginning course for majors interested in performance. **Farris, Staff. 3**

140—COSTUMING. An introductory course in which the student participates in the major steps of the costume design and creation process: script analysis, research and design, color and fabric choices, pattern development, and basic garment construction. **Turnbull-Langley. 3**

143—MAKE-UP. Make-up for the performer and designer, with an emphasis on adapting designs to facial structure. Topics include character make-up, fantasy make-up and special effects make-up. **Turnbull-Langley. 2**

144—TECHNICAL THEATRE I. Lecture and laboratory. Introduction to basic stagecraft, lighting equipment, and construction techniques. Work on productions is part of the laboratory experience. **Pauzé. 3**

145—LIGHTING. Lecture and laboratory to cover the physical properties of light and stage lighting equipment, as well as lighting design for the stage and film. **Pauzé. 3**

199—INTRODUCTORY TOPICS IN THEATRE AND CINEMA. A general category used only in the evaluation of transfer credit.

201—THE DEVELOPMENT OF DRAMATIC ART. A study of the historical development of the drama from classical to modern times. Emphasis is given to the comparison of differing dramatic forms. **Farris, Ringer. 4**

219—ELEMENTARY CINEMA PRODUCTION. An introductory course exploring the nature of the cinematic medium from the point of view of production and technique, with an emphasis upon cinema as an aesthetic form. Each student will complete a series of film projects in 16mm format. Some attention will be paid to video production. The student will be required to share in the expenses involved in his or her film production. Required of cinema majors. No prerequisites. **Bussan. 4**

224—ACTING II: CHARACTERIZATION. A scene study class, the primary purpose of which is the application of skills learned in Acting I, with emphasis on creating character through action, given circumstances, and character relationships. Prerequisite: 121 or 123, or consent. (Not offered 1996-97.) **Ringer, Staff. 4**

225—CONTEMPORARY THEATRE. Attendance at productions in New York during spring vacation, preceded by study of contemporary theatre and followed by a written report. Estimated cost of the trip, exclusive of tuition, is $750. **Staff. 3**

243—DRAFTING. An intensive study in basic drafting techniques used in the theatre, including isometric and orthographic projection, mechanical perspective, true size and shape, floor plans, and

sections. Focus is on computer-assisted drafting (CAD) techniques. **Pauzé. 3**

290—VOICE FOR THE ACTOR. Intensive, practical work designed to develop the speaking voice of the actor. Daily exercises in projection, articulation, placement, and focus. Special attention will be given to eliminating regional speech mannerisms. Repeatable up to a maximum of six credits. **Staff. 3**

299—INTERMEDIATE TOPICS IN THEATRE AND CINEMA. A general category used only in the evaluation of transfer credit.

301—HISTORY OF THE THEATRE I. A study of the theatrical culture of western civilization from ancient Greece through the Renaissance. Topics of investigation include classical Greek drama, Roman spectacle, medieval religious and secular theatre, *commedia dell'arte,* and Renaissance and baroque pageantry. The approach is a documentary one, concentrating on the reconstruction of performance practices through use of primary evidence, both textual and pictorial. Fulfills Western Studies requirement. **Ringer. 4**

302—HISTORY OF THE THEATRE II. A survey of post-Renaissance theatrical culture and production forms, including the Restoration stage, the age of Garrick, Weimar classicism, Romantic theatre and opera, melodrama and poetic spectacle, the independent theatre movement, and in the 20th century, the innovations in particular of the Continental theatre — Meyerhold, Brecht, Artaud and others. A unit on Asian theatre will be offered as well. **Ringer. 4**

310—VIDEO THEORY AND PRODUCTION. A course in video examining this electronic-based medium in both theory and practice. Students will complete a series of short video projects in several genres -- documentary, narrative and experimental. Emphasis will be placed on comparisons between video and film, film grammar and all facets of production. Offered once each year. Students will be required to share in the expenses of their productions. Required of cinema majors. Prerequisite: 219. **Bussan. 4**

312—CINEMA SEMINAR. The subject for these seminars will vary from year to year, and will offer the advanced student of cinema intensive and humanistic investigation of specialized generic, stylistic, and creative problems in the field of film and/or video. Offered at least once each year. Research papers, screenings, critical essays, readings. Prerequisite: One cinema course or consent. Repeatable. **Stout, Bussan. 4**

324—HISTORY OF AMERICAN THEATRE. The derivation of American theatre in the patterns of colonial culture and the development of the theatre from the 18th century to the present. A strong emphasis is placed upon the development of drama in the 19th and 20th centuries. **Ringer. 4**

326—HISTORY OF CINEMA. A survey of the social and aesthetic impact and development of cinema from its literary and technological origins in the 19th century, through the French and American development of the early silent cinema, Soviet expressive montage, German expressionist cinema, the French surrealist avant garde, the studio years of Hollywood, Italian neo-realism, the new wave, and contemporary developments, including the recent influence of electronically generated and broadcast cinema. Offered every other year. Screenings, readings, research, and critical papers. Required of cinema majors. (Not offered 1996-97.) **Stout. 4**

328—SCREENWRITING. A course offering a small group of students guided practice in dramatic writings for the screen. This seminar will include readings, film viewings, script analyses and weekly writing exercises, with emphasis upon the dramatic feature screenplay. Offered every other year. Prerequisite: one previous cinema course, junior or senior standing, or consent. (Not offered 1996-97.) **Stout. 4**

331—ACTING III: TECHNIQUES IN ACTING SHAKESPEARE. Study of techniques in speaking Shakespeare's verse — scansion, paraphrase, use of imagery, structuring the long speech. Prerequisite: 121 or 123 or consent. (Not offered 1997-98) **Farris. 4**

333, 334, 335—THEATRE WORKSHOP. 1-2 credits per semester — 1 credit per mainstage production. Repeatable up to a limit of 8 credit hours. See the following descriptions.

333—THEATRE WORKSHOP: REHEARSAL AND PERFORMANCE. Participation in mainstage production as actor or stage manager. **Staff. 1-2**

334—THEATRE WORKSHOP: COSTUMES/MAKE-UP. Participation in mainstage production as costume or make-up designer or crew member. **Staff. 1-2**

335—THEATRE WORKSHOP: SCENERY/LIGHTING/PROPERTIES. Participation in mainstage production as technical director or scenery, lighting, or properties designer or crew member. **Pauzé. 1-2**

340—SCENE DESIGN. An introductory course providing the student with a systematic illustration in theory and practice of the role and function of the stage designer. The course also provides an introduction to many of the media and techniques of the theatre designer. Projects will be based on play texts and will concentrate on the development of the student's ability to translate verbal, intellectual, and emotional concepts into concise, visual statements. **Pauzé. 4**

341—COSTUME HISTORY. A study of the development of Western dress with emphasis on how the "fabric" of each period (i.e., the trends in thought, art, culture, politics, and economics) made its impression on the fashion of the day. **Turnbull-Langley. 4**

345—TECHNICAL THEATRE II. Lecture and laboratory in advanced practices and techniques. Work on productions is part of the laboratory experience. Prerequisite: 144. **Pauzé. 4**

347—COSTUME DESIGN. A studio course concentrating on specific problems in costume design, both technical and interpretive. Emphasis is on textual analysis, research, and exploration of rendering techniques. Prerequisite: 240 or consent. **Turnbull-Langley. 4**

349—PRODUCTION MANAGEMENT. An examination of the responsibilities of the production staff in the commercial and non-commercial theatres. This includes discussion of financial, stage, and house management. **Staff. 3**

361-362—DIRECTED STUDY. **Staff. 3-4**

363-364—INDEPENDENT STUDY. **Staff. 3-4**

399—ADVANCED TOPICS IN THEATRE AND CINEMA. A general category used only in the evaluation of transfer credit.

401—THEATRE PRACTICUM. Theory and creative practice in selected areas of the theatre arts for the talented and superior student. As registration warrants, the areas listed below will be offered. No more than 15 credit hours in these areas will be counted toward graduation. **Staff. 3-4**

a. Problems in Costuming
b. Problems in Styles of Stage Direction
c. Special Studies in Dramatic Literature
d. Problems in Theatre Management
e. Advanced Problems in Scene and/or Lighting Design
f. Advanced Problems in Costume Design
g. Special Studies in Children's Theatre **Staff. 2-15**

403—THEATRE HISTORY SEMINAR. Intensive study of the historical, cultural, and aesthetic significance of theatre production during a specific period or particular revolutionary movement in the history of the theatre. Topics will vary from year to year. Repeatable. Prerequisites: 301 and 302, or consent. **Ringer. 4**

404—DRAMA SEMINAR. Intensive study of a major playwright, genre, form, or theme. The seminar topic will vary from year to year. Repeatable. Prerequisites: 201 or two courses in English literature. **Staff. 4**

410—ADVANCED CINEMA PRODUCTION. A production course designed for the advanced student of cinema. A rigorous and intensive practical course in the techniques of sound motion picture production. Working in the 16mm format, students will complete a series of individual and group projects. Production management, camera work, sensitometry, lighting, sound recording and mixing, double-system editing, printing and laboratory processes. Offered once each year. The student is expected to share in the expenses of his or her production work. Required of cinema majors. Prerequisite: 219. **Stout. 4**

412—THEORY OF CINEMA. An investigation of the salient theories of cinema from the pioneering work of Eisenstein and Pudovkin to current work in ideological, structuralist, and semiotic analysis. Reference will be made to traditional literary and art criticism, as well as to relevant sociological and anthropological research. Little attention will be paid to routine journalistic film criticism. Emphasis will be on screenings, readings, research, and critical papers. Offered every other year. Prerequisite: 104, or 219, or 326. Required of cinema majors. (Not offered 1997-98.) **Stout. 4**

415—PLAY DIRECTION. Theoretical and practical work in direction. Each student is responsible for selecting, casting, and rehearsing scenes and/or plays of various length. Prerequisites: 201, 144, and 121 or 123. **Farris, Staff. 4**

419—CINEMA WORKSHOP. Designed for a limited number of students who have demonstrated significant ability in cinema production. The course will involve the student in the creation of works of cinematic art in 16mm sound format as a total process from script to screen. Some advanced video production may be permissible, by consent. Admission by consent. The student will be expected to share in the expenses of his or her production work. Offered each semester. Repeatable up to a limit of 16 credit hours. *It should be noted that Cinema Workshop is not designed to provide professional training but rather to permit the student to explore his or her creative abilities while employing professional tools and procedures.* Prerequisites: 219 and 410. **Bussan. 4**

424—ACTING IV. Intensive work on a specific acting problem. The subject will vary from year to year. Possible topics include: new approaches to developing roles, styles of acting, interdependency of design and movement, and working with new scripts. Repeatable. By consent. **Farris, Staff. 4**

426—THEORY OF THEATRE. The analysis and comparison of critical approaches to the theatre from Aristotle to the present, with emphasis on recent and current issues in theatrical theory, criticism, and scholarship. Prerequisite: junior standing. **Staff. 4**

441—DESIGN SEMINAR. Intended for the advanced production and design student. Content will vary from year to year. Areas offered will range from problems in advanced design to scene painting and stage decoration. Emphasis will be on advanced research and skill development. **Pauzé. 4**

451-452—SENIOR RESEARCH. **Staff. 4**

458—SENIOR COMPREHENSIVE PROJECT. A practical project in performance, design, theatre management, or film with work accomplished in the University Theatre or Theatre II. Course can be elected to satisfy a comprehensive experience in the department by B.F.A. majors only. The course is offered both semesters, but it can be taken only once. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Women's Studies

Professor Eloise A. Buker, Director
Associate Professor Marsha Darling, Joint Appointment with Black Studies

Faculty: Robin Bartlett, Donna Childers, Suzanne Condray, Susan Diduk, Amy Green, Linda Krumholz, Bernardita Llanos, Lisa McDonnell, Gill Miller, Joan Novak, Lisa Ransdell, Kaye Rasnake, Lyn Robertson, Sandra Runzo, Lynn Schweizer, Anne Shaver, Joy Sperling, Stephanie Spears, Bahram Tavakolian, Mary Tuominen.

Director of Women's Programs, Lisa Ransdell

Women's Studies at Denison: General Information

The Women's Studies Program offers a variety of experiences for students to learn about women and to empower themselves to become effective citizens.

Women's Studies is an interdisciplinary program that offers introductory courses designed to prepare liberal arts students to analyze issues concerning gender, race, and class in contemporary societies. The Women's Studies Program offers a major and minor for those who wish to focus on gender and the way in which gender, race, class and sexuality construct experiences.

Students have the opportunity of participating in a variety of internships located throughout the country that acquaint them with women's issues. Students are encouraged to develop leadership skills by taking active part in campus life. The Women's Resource Center, located on the first floor of Fellows Hall, provides reference materials, a meeting place and study space for students

The Women's Studies Program sponsors regular symposia on gender issues that include presentations by Women's Studies faculty as well as Women's Studies scholars from universities throughout the United States. Program members participate in the Great Lakes Colleges Association, which provides regular conferences for Women's Studies students and faculty.

A Major in Women's Studies

Women's Studies majors must take W.S. 101, W.S. 307, and W.S. 451 or 452, Senior Research. One course must be taken on women of color or women in developing countries. In addition the following distribution requirements must be met by selecting from courses at the 200 level or above for a minimum of 32 credits:

W.S. 101, Issues in Feminism	4 credits
Advanced Seminar, W.S. — Gender Justice (to be taught in the spring)	4 credits
W.S. 451 or 452, Senior Research	4 credits
*One course focusing on Women of Color in the United States or in developing countries	4 credits
**Two courses in Social Science or Science focusing on Women (Education, Sociology/Anthropology, Economics, Communication, Political Science, Psychology, etc.)	8 credits
**Two courses in Humanities or Arts focusing on Women (Arts, Music, History, Literature, Philosophy, Religion, etc.)	8 credits
	32 credits

*To be chosen in consultation with the Director of Women's Studies
**One of the four to be chosen from Black Studies/Minority Studies

A Minor in Women's Studies

Required courses are W.S. 101 and W.S. 307. Minors must take one course that focuses on women of color and one course from Black Studies/Minority Studies. Two electives can be selected from the Women's Studies course offerings at the 200 level or above for a total minimum of 24 credits.

W.S. 101, Issues in Feminism	4 credits
Advanced Seminar, W.S. 307— Gender Justice	4 credits
*One course focusing on Women of Color	4 credits
*Three electives, one to be from Black Studies/Minority Studies	12 credits
	24 credits

*To be chosen in consultation with the Director of Women's Studies

Course Offerings

Women's Studies 101—ISSUES IN FEMINISM. This interdisciplinary course will examine some aspects of institutionalized sexism in contemporary America, such as differential role socialization and its consequences; legal inequalities; job discrimination; reproductive issues; and violence against women. Every woman's experience of sexism is mediated by her class, race, age, religion, sexual preference and so forth; therefore the diversity of women's experience is a key factor in our study. The class format will be primarily a lecture discussion format with speakers and small group discussions. **Buker, Darling. 4**

Women's Studies 199—TOPICS IN WOMEN'S STUDIES **Staff. 4**

Women's Studies 299—TOPICS IN WOMEN'S STUDIES **Staff. 4**

Women's Studies 301—FEMINIST PERSPECTIVES ON SEXUALITY. In this course we will critically review many of the classic texts developed by feminist thinkers (and their detractors) which deal with the subject of sexuality. Topics include: female sexual scripts, sexual politics, reproductive rights, constructionism/essentialism debates, heterosexuality as experience and institution, political lesbianism, sexual violence, sexual and racial tropes, and the feminist "sex wars." **Ransdell. 4**

Women's Studies 307—GENDER JUSTICE, ADVANCED SEMINAR. Study of feminist theories and methods of analysis to illuminate the ways in which feminist scholarship has raised central questions and made important contributions in the humanities, social sciences, and sciences. This course examines a variety of perspectives on how citizens can act in order to move closer to justice in the work place, in government and in their daily lives. **Buker. 4**

Women's Studies 361, 362—DIRECTED STUDY **Staff. 3-4**

Women's Studies 363, 364—INDEPENDENT STUDY **Staff. 3-4**

Women's Studies 399—TOPICS IN WOMEN'S STUDIES **Staff. 4**

Women»s Studies 451, 452—SENIOR RESEARCH **Staff. 4**

Communication

229—GENDER, RACE AND THE MASS MEDIA. An examination of the historical and contemporary significance of race and gender in issues of media portrayals, media employment or recognition and media coverage in news and entertainment programming. The course explores media access and portrayals of African-Americans, Hispanics, Asian Americans, women and other marginalized populations in print, broadcasting and film. **Condray. 4**

Dance

Women's Studies 302—WOMEN IN THE ARTS. This course will focus on 20th century American art created and executed by women. It does not claim to be comprehensive. Gratefully, there are far too many women in 20th century America to cover in one semester. Rather, this course is "representative;" that is, we will observe, discern, analyze, interpret and evaluate representative works, attempting to ascertain information about the group defined by gender. **G. Miller.4**

Economics

273—WOMEN IN THE LABOR FORCE. This course is an advanced economics course focusing on women in the labor force. Recent trends in women's labor force participation, occupational segregation, and earnings are examined. Both Neo-classical and Radical theories are applied to these trends for possible explanation. Finally, numerous ways to intervene in the market on the part of government and private enterprises are studied to determine the most effective way to rectify observed market imperfections. Prerequisite: 201 or 202. **Bartlett. 4**

Education

229—WOMEN AND MINORITIES: THE EDUCATIONAL DILEMMA. Students will gain an understanding of how discrimination against women and minorities in the educational setting has been a source of many inequities in our society, both past and present. Paradoxically, women and minorities

have made unique and important contributions to this system which has not always served them well. An analysis will be made of the contributions of these groups to all levels of education throughout our history. The course will also investigate the extent to which the institution of education has adapted to women and minorities and in turn been influenced by them in their various capacities as students, teachers, administrators, parents, and special interest groups. In addition to lectures and discussions, class activities will include field study, one or more field trips, role playing and simulation. Fulfills Minority Studies requirement. **Robertson.** 4

English

225—WOMEN IN LITERATURE. Selected works by and about women and literature which explore women's traditional as well as changing roles and examine the many facets of women's unique position, experience, and perspective on the world. Our goal is a more accurate understanding of the behavior and experiences of men and women and the implications of sex and gender to our art and in our lives. In addition to exploring important literature of the past, we will be reading selections by recent authors because they constitute an important contemporary literary movement that has been especially creative and energetic in the last ten years. **Staff.** 4

245—LITERATURE OF HOMOSEXUALITY. In Lesbian Literature we will deal entirely with the writings of lesbian and bisexual women. We will read the classics of the earlier twentieth century together, then through individual projects and visiting writers (if we can get them) we will make ourselves familiar with more recent and current works. Although the common reading list will include primarily fiction, poetry, and literary theory, individual students may choose to pursue other forms that lesbian and bisexual writings may take, such as plays, journals, autobiographies, letters or political writing. **Shaver.** 4

325—AFRICAN-AMERICAN WOMEN'S LITERATURE. This course focuses on the literary, cultural and oral traditions of 20th-century African-American women writers such as Toni Morrison, Alice Walker, Gloria Naylor, Toni Cade Bambara, Paule Marshall, Audre Lorde, Zora Neale Hurston, Rita Dove, Gwendolyn Brooks, Ntozake Shange and Lucille Clifton. Cross listed with Black Studies 335. **Staff.** 4

History

240—AMERICAN WOMEN'S HISTORY. This course surveys the history of women in the United States from 1870-1980. We will emphasize the experience of women of all races, classes, and sexual orientations – women who entered the paid labor force in increasing numbers by the turn of the century and non-wage earning women who performed work integral to the survival of their families. We will use political essays, popular culture, and literature to map out the multiple views of women's role in American society. In particular, how have the "traditional" view of women (keeper of home and family) and the "progressive" view of women (career-oriented and independent) conflicted, converged, and evolved over the past century? Cross listed with History 281. **Green.** 4

241—WOMEN IN MODERN EUROPE. This course surveys the history of women in Europe from 1700 to the present. Topics covered include women in revolutions, the effect of industrialization on women and the family, changing views of sexuality, women's rights movements and socialism, the female experience in world wars, women under fascism, and women in the welfare state. **Staff.** 4

242—COMPARATIVE U.S. AND EUROPEAN WOMEN'S HISTORY. Focusing on a variety of themes in women's history, this course surveys the experience of women on both sides of the Atlantic from the 18th century to the present. Themes include women's work and sociability, women in reform movements, the effects of wars on women and recent feminist movements. **Staff.** 4

Latin American Studies

305—THE GENDERING OF SELF AND CULTURE: WOMEN IN LATIN AMERICAN ARTS. This course will examine different forms of discourses by Latin American women writers, film makers, and artists from the 60s to the present. The focus will be the analysis and discussion of the different mediums used by Latin American women to question and critically examine their cultural tradition and society. **Llanos.** 4

Philosophy

275—PHILOSOPHY OF FEMINISM. Feminism addresses a radical challenge to traditional ways of doing philosophy. In asking why women and women's experience seem to be *missing* from the tradition of philosophy, it implicitly puts into question philosophy's claim to objectivity, universality, and truth. Has philosophy's apparent exclusion of women meant that an entire realm of human experience has been prevented from achieving legitimate expression? Would including women mean broadening philosophy to include a different world view — emphasizing relationship rather than division, responsibility rather than rights, diversity rather than unity? The course will examine these and other questions, emphasizing contemporary feminist discussions of ethics and of science.
Fultner. 4

Political Science

307—GENDER JUSTICE. The course examines various ways of understanding gender by looking at a variety of theories or philosophical perspectives within feminist thought. The emphasis upon justice is an emphasis upon developing concrete proposals to move us closer to justice for men and women in both the private and public realm — the world of politics which includes work and governance.
Buker. 4

333—WOMEN AND POLITICAL LEADERSHIP. This course will focus on women and political leadership. It will involve the development of a theoretical model for leadership that explores political leadership as a vocation for citizens in the United States. The course will explore basic political questions about authority, the appropriate use of power, community building, ethics and responsibility for self and others. About one-third of the course will involve introducing students to the logic of empirical inquiry — especially qualitative methods — so that they can design a leadership project that will involve the empirical study of leadership. Students will use biographies and autobiographies to examine leadership in concrete siuations, to develop their understanding of race, gender and politics.
Buker. 4

352—RACE/SEX DISCRIMINATION AND THE LAW. Gender and sex roles are among the basic reference points around which American society is organized. They are also used to define economic and political rights and responsibilities. This course examines how American law and legal institutions have created and enforced distinctive and often discriminatory roles in the social, economic, and political spheres for women in comparison to men. Although diverse topics are covered, there are three basic premises which underlie all of them: 1) Law and legal institutions are a fundamental part of the political processes of American society; 2) Law reflects dominant social, political, and economic values of society; 3) As societal values change over time, law, rather than being a neutral force, can serve as either a tool of, or an obstacle to, institutionalizing social change. **Childers.** 4

Psychology

301—SEMINAR: PSYCHOLOGY OF WOMEN. This course reviews psychological research and theories on women. Topics include androgyny, sex bias in psychological research, feminist theory, gender differences in personality and abilities, lifespan development, problems of adjustment and psychotherapy, sexism in language, women's health, female sexuality, and violence against women (rape and wife battering). **Rasnake.** 4

Religion

229—WOMEN AND WESTERN RELIGION. An introductory course analyzing the historical experiences of women within Western religion and contemporary trends in feminist theological thought. Although emphasis will vary, students will be asked to evaluate critical topics such as: how the Bible presents women, feminist reconstructions of Biblical texts, arguments that Christianity and Judaism are essentially sexist, feminist Christian and Jewish theological reconstructions and contemporary Western Goddess spirituality. **Novak.** 4

Sociology/Anthropology

210—SEXUAL INEQUALITY. This course compares and evaluates a variety of theories which attempt

to explain the origins, persistence and effects of sexual inequality in American society. In particular, it explores the structural and historical causes and consequences of inequality in a number of institutional settings: the family, the work place, the political arena, religious activity and face-to-face interactional contexts. Although its primary focus is American society, the course compares problems of sexual inequality in American society to other, quite different, societies in order to gain a comparative understanding of how discrimination, prejudice, and structural inequality create special problems for women wherever they are found. Throughout, the focus is on learning to use structural, historical, and theoretical information as guides to understanding social change and the choices facing women and men in this decade. **Tuominen, Diduk, Spears, Tavakolian. 4**

313—FAMILIES, SEXUALITY AND THE STATE. In this course we analyze historical and contemporary patterns of family organization and the relationship of families to broader political and economic structures. While our primary focus is on family and kinship structures in the United States, we also explore families and kinship from a cross-cultural perspective. In addition, we examine the ways in which race/ethnicity, economic status and sexual orientation shape family structures and experiences. We explore specific issues including women's paid and unpaid domestic and care-giving labor; family structures and the state; industrial development and family structures; ideologies of motherhood; children's, parent's and state's rights; and reproductive technologies. **Tuominen. 4**

321—GENDER AND CHANGE IN CROSS-CULTURAL PERSPECTIVE: WOMEN, DEVELOPMENT AND ECOLOGY. The focus of this course will be on two interrelated issues: 1) The impact of socioeconomic change on the roles and life-experiences of women in a broad range of cross-cultural settings, and 2) The social and economic contributions of women within processes of change. By adopting a cross-cultural perspective, we intend to investigate how and why global patterns of socioeconomic change have had markedly different effects on the lives of women in diverse regions of the world. A further consideration dependent upon our cross-cultural approach will be an evaluation of the appropriateness of Western-style changes, including feminist orientations toward women's liberation, within other cultural contexts. Prerequisite: S/A 100 or consent.
Tavakolian, Diduk, Darling. 4

Special Courses and Opportunities

Interdepartmental Courses

Course Offerings

INTERDEPARTMENTAL 100—READING, WRITING, STUDYING. The course is intended for students who wish to improve their abilities and increase their confidence in the classroom. Specific topics include time management, test-taking, note-taking, and improving one's motivation, assertiveness, memory, and comprehension. By participating successfully in the course students should become more productively involved in their education.

Read. 2

INTERDEPARTMENTAL 392—ETHICAL DECISIONS IN MEDICINE. Staffed by faculty in the religion department, this course is designed to expose students to various topics in medicine and biology posing ethical problems. Basic modes of ethical reasoning are applied to case studies in the following areas: genetic screening and counseling, distribution and availability of health care resources, informed consent in treatment and human experimentation, behavior modification, patient-physician relationships, and death and dying. Offered each spring semester. **Novak. 4**

The Comprehensive

The completion of a major shall normally include some experience designed to encourage the student to confront, in a substantial manner, the broad range of learning within his or her field.

Academic departments may require majors to participate in this experience. The means of evaluation of this experience shall be at the discretion of the department.

If a department chooses a plan which requires a period of special study followed by an exam or presentation, it may request permission from the Academic Affairs Council to have its students excused from final exams in that particular semester. Students taking comprehensives are excused from final examinations only when the comprehensives are administered during final examination week.

Off-Campus Study Programs

One of the benefits of a liberal arts education is the freedom to explore various disciplines, to experiment with new ideas and to pursue opportunities for broadening one's horizons. Off-campus study is an opportunity to extend one's educational program beyond the Granville campus, with programs available in the United States and in foreign countries.

Eligibility

Mature, second-semester sophomores and juniors with a cumulative grade point average of 2.5 who have completed a year of study at Denison may apply to participate in off-campus study programs. (First semester seniors may petition to have the residency requirements waived.) Students may apply *only* to programs endorsed by Denison. Students who withdraw to attend off-campus study programs not endorsed by Denison, or who go on a program without the approval of Denison will not have their course credits transferred to Denison.

Domestic Programs

Many students prepare for future careers, explore social problems, or do significant research through programs offered in the United States, such as the New York program in the arts and the semester in Philadelphia. Students with research interests may join scientists at Oak Ridge, Tennessee, in important projects in mathematics, sciences, technology, computers, and social sciences. A seminar in the humanities is available at the Newberry Library in Chicago. The Washington Semester introduces students to source materials and government institutions in Washington, D.C. Denison is a member of the Marine Sciences Education Consortium (MSEC) which provides a formal curriculum in the marine sciences, including supervised research, at the Duke University Marine Laboratory, Beaufort, North Carolina.

Overseas Programs

The world is changing so rapidly that today's Denison students will spend most of their working lives in a universe very different from the one in which they went to high school and college. Students may wish to study abroad to:

1. probe areas of future consequence;
2. improve their language skills and immerse themselves in another culture;
3. learn more about how other countries conduct business or run government, deliver social services or express themselves in art and architecture.

Most programs offer a rich variety of courses, but some specialize in science, art and literature, economics, political science, or comparative urban study. The options available to Denison students are numerous and provide a broad range of geographic locations and academic curriculum from which to choose. Following are *some examples* of programs available:

GLCA Programs

Denison requires that students apply to programs with a strong academic base. One such set of programs is sponsored by the Great Lakes Colleges Association (GLCA), a consortium of colleges much like Denison (excellent, small liberal arts colleges such as Oberlin, Kenyon, Earlham, etc.).

The advantages of a GLCA program include the following:

1. presence of a faculty representative on the Denison campus, enabling students to plan a program directly with a faculty member.
2. quality control, so that students are assured of the soundness of the program in all its dimensions.
3. ease of financial transactions between the participating schools.

Other Approved Programs

The Institute for European Studies/Institute for Asian Studies — IES/IAS sponsors programs in Europe and East Asia. One advantage in applying to an IES/IAS program is that Denison, as an affiliate of IES/IAS, has several spaces reserved for Denison students as long as they qualify for a particular program.

The Black College Program — Denison offers a program, usually for one semester, with Black colleges and universities such as Howard University,

Tuskegee Institute, Morehouse College, Spelman College and other historically Black institutions. Any Denison student may apply for this program which offers transferable credits in excellent pre-professional programs and an easily arranged financial exchange. This program offers another cultural experience within American society.

Germany Justus-Liebig-Universität Exchange Program — The Department of Modern Languages offers an exchange program which gives students studying German language and culture the opportunity to spend a full year in Giessen. Of double benefit to the Denison community, this exchange agreement also brings German students studying American Studies to the Denison campus.

The School for Field Studies — See Biology Department entry.

Denison in Cuernavaca, offered by Denison's Latin American Studies faculty, is a six-week summer program, carrying seven Denison credits, which provides students with intensive language study and a seminar in Latin American culture. Students may choose a rural studies option designed for those who are interested in studying traditional Mexican rural life.

Procedures

Students interested in exploring options should come to the Office of Off-Campus Study, Room 114, Ebaugh Labs. Application forms, policies, and procedures, and a complete bank of files of endorsed programs are available. Student advisers and the coordinator are available to help. Except for international students, financial aid is available for students participating in Denison's approved programs. There are faculty liaisons for many programs, and students are required to work closely with their faculty advisers in determining appropriate programs. Students must obtain the written approval of the adviser in their major, as well as approval from the Office of Off-Campus Study, in order to participate in an off-campus study program. The number of students who may study off campus in a given year is limited to 10% of the student body.

Pre-Professional Programs

Denison's commitment to the liberal arts, the strength of our pre-professional advising, and the success of our graduates have made Denison well-known by professional schools ranging from medicine and business to law and engineering. Denison has maintained advising services and has joined cooperative educational programs which can be of great help to you. Whether you earn a bachelor's degree at Denison and then go on to a professional school or combine three years of study here with several at another university, a Denison education and our advising programs can contribute significantly to the attainment of your professional goals.

Advising System

The director of the Career Development Center, along with individual faculty members, provides strong and knowledgeable advising services. They will work

with you in group and individual meetings from the time you express an initial interest in, for example, attending law school, through the time you apply for admission to professional school. An important part of this advising involves helping you to prepare for qualifying tests and assisting in the arrangement of internships. At your request, a detailed file of your resume and recommendations will be developed. Denison has earned the respect of deans of professional and graduate schools through lengthy representation in the Central Association of Advisors for the Health Professions and the Midwest Association of Prelaw Advisors.

Medicine, Dentistry and Veterinary Science

Medical, dental and veterinary school admissions decisions are based on performance on nationally-sponsored admissions tests (Medical College Admissions Test, Dental Admission Test, Veterinary College Admissions Test) and on academic achievement in both science and non-science courses. Students whose test and grade profiles are strong enjoy a high rate of acceptance by medical, dental and veterinary schools in their state of residence and by selective schools throughout the country.

Most of our undergraduates who are considering the health professions bolster their preparations and gain an overview of several related fields by taking an internship in a hospital or clinical setting.

In 1984, Denison established a "3-4" program with Case Western Reserve Dental School. Students may apply to Case Dental School when they apply to Denison. Then, if the student performs satisfactorily in both liberal arts and in science courses, he/she will receive official acceptance to the Case Dental School. Following three years of study at Denison, the student moves directly into dental school. Students will receive a bachelor's degree from Denison and a Doctor of Dental Surgery from Case. The pre-medical adviser in the Career Development Center has more information on this joint program.

Law

Denison graduates are successful in gaining admission to law schools across the country. Students' performance on the Law School Admission Test and their academic records are the major determining factors in the admissions decision. Our records list over 55 institutions where Denisonians have recently studied law.

Because of Denison's traditional strength in preparing students who do well in law, representatives from a number of schools regularly visit the campus for Career Days and interviews. In addition, panels and programs featuring practicing attorneys and internships in legal settings help students make realistic career decisions.

Business

A broad-based undergraduate program in the liberal arts is one of the most satisfactory preparations for graduate study in business administration and management, and large numbers of Denison graduates continue their studies in M.B.A. and M.M. programs across the country. Although the current national trend is to encourage students to work several years between their undergraduate and M.B.A. programs, Denison students get pre-M.B.A. advice and can take the Graduate Management Admissions Test on campus.

Engineering

With a long-standing tradition of strength in science and pre-engineering, Denison offers two plans to prepare for an engineering career. In the first, you receive a bachelor's degree after four years at Denison with a major in natural sciences or mathematical sciences, followed by two years of graduate work at another institution leading to a master's degree in engineering. Graduate schools at numerous universities have accepted Denison students and visit the campus regularly.

The second plan is a "three-two" program in which you study three years at Denison and two at an affiliated engineering school and receive two bachelor's degrees. Denison is affiliated in such binary programs with Rensselaer Polytechnic Institute, Washington University (St. Louis), Case Western Reserve University, and Columbia University. Students interested in these plans should contact Dr. Lee Larson, Denison's engineering liaison officer, in care of the Denison Physics Department, at their earliest opportunity.

Environmental Management and Forestry

Denison offers a cooperative program with Duke University in the areas of Environmental Management and Forestry. You can earn the bachelor's degree from Denison and the master's in either Environmental Management or Forestry from Duke after spending three years at Denison and two years at Duke's School of the Environment. The major program emphases at Duke are resource economics and policy, water and air resources, forest resource management, resource ecology and ecotoxicology and environmental chemistry. An undergraduate major at Denison in natural or social science or pre-professional emphasis in business or engineering is good preparation for the Duke programs, but any undergraduate concentration will be considered for admission. If you are interested in this program, however, you should take at least one year each in biology, mathematical sciences, and economics at Denison.

Natural Resources

Since the 1979-80 academic year, Denison has had a cooperative program with the School of Natural Resources at the University of Michigan to provide training for careers in the management and study of renewable natural resources. You attend Denison for three years and transfer to Michigan for two additional years. At the end of your first year at Michigan, you can receive your Denison bachelor's degree. Upon completion of Michigan's graduation requirements, a bachelor's degree in either forestry or natural resources is awarded.

Medical Technology

Denison offers the basic courses needed to enter a professional program in medical technology. The Career Development Center staff can help you make arrangements to take part in certified programs, such as the one at the Rochester General Hospital. Normally, you enter the professional program at the end of your junior year. After successfully completing the training program at the cooperative university or hospital, you will receive a Denison bachelor's degree and be eligible for the registry examination given by the American Society of Clinical Pathologists.

Occupational Therapy

Denison offers a "3-2" program in cooperation with Washington University (St. Louis). For students with equivalent admission criteria, those who satisfactorily complete Denison's three-year Pre-Occupational Therapy prerequisite courses and receive three favorable recommendations including the faculty adviser's, will be given preferred consideration over the non 3-2 student for admission to the master's degree program.

Denison students who meet prerequisites may also apply on a competitive basis to other schools of Occupational Therapy. Students interested in Occupational Therapy and/or either of the above programs should contact program adviser: Dr. Sam Thios in care of the Psychology Department.

Summer Research Opportunities for Students

YOUNG SCHOLAR AWARDS support either independent research under Denison faculty supervision or collaborative research with Denison faculty. Freshmen, sophomores and juniors in all disciplines (and self-designed majors) are eligible. Applicants from the Humanities, Arts and Social Sciences are given special consideration.

ANDERSON RESEARCH ASSISTANTSHIPS support summer science research with a Denison faculty member. Sophomores and juniors majoring in biology, chemistry, physics, math/computer science, geology or psychology are eligible, though applicants with junior standing are usually given highest priority.

COSEN (CAROLINAS OHIO SCIENCE EDUCATION NETWORK) involves collaborative summer research with a faculty member from a COSEN institution (Davidson, Denison, Duke, Furman, Kenyon, Oberlin, Ohio Wesleyan, Wooster). The COSEN Field Research Program provides opportunities to work with students and faculty from COSEN institutions at unique sites, such as Duke Marine Laboratory and tropical sites in Costa Rica. Juniors wishing to do research away from the home institution are preferred candidates.

DURF (DENISON UNIVERSITY RESEARCH FOUNDATION) supports students who do collaborative research with Denison faculty. Denison faculty may apply for DURF funds to support a Denison student assistant for the summer. Any qualified Denison student is eligible.

OTHER: Battelle Science Internships support science students in summer research either on campus or at another location. Recipients are chosen by science faculty.

Student research may also be supported by outside grants received by faculty in various departments. Inquiries about any of the summer grants may be made to the Associate Provost.

May Term

May Term is an optional program providing students with attractive opportunities for exploring careers. Housed in the Career Development Center, May Term offers almost 300 internship sites around the country in a broad array of careers: business, education, government, law, medicine, science and

communication. Students may apply for these sites or may independently arrange internships in areas of career interest and geographical preference. Internships are for a minimum of three weeks beginning in May. Some can be extended into the summer. Periodically, a travel seminar may be arranged by faculty during May Term.

While neither credit nor grades are awarded, successfully completed internships and travel-study experiences are noted on the academic transcript. Employers, as well as graduate and professional schools, agree on the importance of this supplement to the on-campus experience.

Admissions, Costs and Financial Aid

Denison is committed to enrolling a well-rounded student body of high intellectual quality, and to providing an environment that supports and promotes personal growth and academic achievement. The University values highly its faculty and academic programs and its students who have come to learn and contribute.

Secondary School Preparation

Because a Denison academic education is a blend of electives, General Education core courses and departmental requirements, a broad in-depth secondary school preparation is highly desirable. The University strongly recommends that, by the time you graduate from secondary school, you complete four years of English, three years each of mathematics, science and social studies, and three years of foreign language (at least two of which should be in the same language).

The Admissions Committee takes particular note of Advanced Placement, Honors, or enriched courses taken in your junior and senior years.

Admission Criteria

The quality of your academic performance and your grade-point average in your junior and senior years are the most important factors considered by the Admissions Committee. Test results (SAT or ACT) are required and are an integral part of the evaluation process. Your admissions essay, as well as written statements from your college adviser and an academic teacher, give us a greater understanding of your personal characteristics and motivation. Important also is the quality, rather than the quantity, of your extracurricular accomplishments, whether school-, community-or job-related.

Application Process

All students requesting admissions information will receive the Viewbook and application. You may submit a first-year application any time between September 1 and February 1 of your senior year. A fee of $35 must accompany your application. Denison also accepts the Common Application, which may be

available in your school's guidance office, as well as a hard copy of either Apply or CollegeLink (computer-generated applications).

Early Decision Admission

If, after having carefully researched your college needs, you decide that Denison is your first-choice college, you are encouraged to apply by means of the Early Decision Plan.

Candidates for Early Decision may apply any time up to January 1. You, your parents and guidance counselor must sign and submit the Early Decision Agreement Form enclosed with the application. Applications will be evaluated by the Admissions Committee just as soon as they are complete. Notification of either acceptance or deferral for further consideration will be made on a rolling basis.

Admitted students must accept our offer of admission and pay a non-refundable deposit within two weeks to confirm their places in the entering first-year class. If you are a candidate for financial assistance, you need not reply to our offer of admission until two weeks after you have received your financial aid award. Deferred candidates will be reconsidered along with the regular applicant group in the spring.

Guidelines for Regular Admission

Candidates for Regular Admission should apply no later than February 1 and present a consistent record of academic accomplishment. Final notification of our admission decision for completed applications will be made on a rolling basis from mid-January until late March, and admitted students must respond to our offer by May 1. Matriculating first-year and transfer students are required to pay an advance deposit by the date specified in their letters of acceptance. Any student withdrawing after the specified deadline forfeits the deposit.

Campus Visit and Interview

As you go through your college selection process, you will discover the value of a campus visit and interview. When you visit Denison, plan to spend three hours: approximately 45 minutes for an interview, one hour for a student-conducted campus tour, and another hour to visit a class of your choosing.

The Admissions Office, located in Beth Eden House next to Swasey Chapel, schedules interviews from 8:30 to 11:30 a.m. and 1:30 to 3:30 p.m. on weekdays, and on Saturday mornings from 8:30 a.m. to noon from September through April.

Because our Admissions staff travels extensively, we annually select and train a small group of outstanding Denison seniors to assist in interviewing candidates. You are likely to meet with one of these Senior Interviewers if you visit campus. Senior Interviewers share with our regular Admissions staff the responsibility for describing the University to you and appraising your candidacy for admission.

You are encouraged to write or, better yet, telephone a week or more in advance of your visit so that we may assist in planning your time on campus.

Overnight Accommodations on Campus

If you would like overnight accommodations with a student host in one of the University residence halls, please write or call the Admissions Office at least two weeks in advance of your visit. Overnight stays can be arranged only Sunday through Thursday during the academic year. In consideration of your host's academic and personal schedule, we ask that you limit your stay to one evening.

If you have a friend currently at Denison, you are encouraged to make your own arrangements directly.

Granville's Location

Granville is located 27 miles east of Columbus and is easily accessible from Interstates 70 and 71. Port Columbus International Airport is served by major airlines, and rental cars are available as transportation from the airport to the University.

Alumni Interviews

Denison Alumni Recruiting Team (DART) and Denison Overseas Alumni Network (DOAN) members in many metropolitan areas across the country and overseas can serve as resource persons and can also interview you if you are unable to visit the campus. Your interview report with a Denison graduate will become a part of your admissions file. For local Denison alumni assistance or an interview, please call or write:

DART Coordinator
Denison University, Box H
Granville, Ohio 43023
1-800-DENISON

Early Admission Program

Denison welcomes applications from mature, highly qualified students who intend to graduate from secondary school after three years. A campus interview is required for Early Admission candidates.

Deferred First-Year Student Matriculation

You have the option, upon being accepted at Denison, to defer your entrance up to a year, provided you present an appropriate rationale for doing so and do not enroll as a full-time student at another college or secondary school in the interim.

You must submit by May 1 of the entrance year for which you have been admitted the nonrefundable advance deposit required of enrolling first-year students, together with your written request for deferment of your matriculation. If your request is approved by the Admissions Committee, you must reconfirm in writing by March 1 of the following year your intention to enroll. If you fail to matriculate at Denison, the deposit will be forfeited to the University.

Transfer Admission

Denison welcomes applications from transfer students, including graduates of two-year or community colleges. Candidates may apply for entrance in either the fall or spring semester. Candidates for fall entrance should submit their applications by May 15. Deadline for second semester applications is December 1.

If you are admitted as a transfer student, you must complete at least 60 semester-hours of credit as a full-time student at Denison to be eligible for a degree.

For further information on Denison's transfer program, please call our Admissions toll-free number, 1-800-DENISON, or write:

Transfer Coordinator
Denison University, Box H
Granville, Ohio 43023

Denison's Admissions Office

For any additional information on admissions, call or write:

Admissions Office
Denison University, Box H
Granville, Ohio 43023
614/587-6276 or 1-800-DENISON
e-mail address: Admissions@denison.edu

Annual Costs

	Actual 1996-1997
Tuition	$18,570
Activity fee	680
Student Health Fee	220
Board (Plans A, B. or C)	2,320
Room (multiple-single-apartment-suite)	2,840-3,740-3,490-3,060

Each student on full tuition pays less than his or her actual educational expenses. Gifts from alumni, parents, and friends supplement endowment and other income to enable the University to meet this difference. Denison and similar colleges and universities' ability to mitigate the amount of additional charges while maintaining quality is clearly dependent upon the increasingly generous support of alumni, parents of present students, and other friends.

The costs listed above represent actual charges for 1996-1997. Costs for 1997-1998 will be announced in March, 1997.

The University reserves the right to make changes in costs at the beginning of any semester by publication of the new rates for tuition, activity fee and student health fee three months in advance, and for board and room one month in advance of their effective date. Changes in other fees, charges, or policies may be made by announcement one month in advance of the effective date of the change.

Tuition

For 1996-1997, the $18,570 annual tuition permits a student to take a maximum of 18 hours each semester. An additional charge of $580 (1996-1997) is made for each registered hour in excess of 18 hours. All excess hours charges are billed by the Cashier's Office. A part-time student (8 hours per semester or fewer) is charged $580 for each semester hour of credit.

Activity Fee

In 1996-1997, the $680 activity fee provides basic support to the College Union and the Denison Campus Government Association (student government at Denison) and student organizations DCGA sponsors. It also enables through partial support the offering of student programs such as concerts, plays, guest lectures, other activities of a social and recreational nature, and athletics. Payment of this fee entitles a student to receive the campus weekly newspaper and the literary magazine.

Student Health Fee

In 1996-1997, the $220 student health fee provides basic support to the Student Health Service.

This service covers one day per admission to the inpatient facility per confinement (up to three 3 confinements per semester exclusive of medical and surgical costs, such as X-ray, services of special nurses and consultants, doctor's

or nurse's calls to a student's room, medicines, or the use of special appliances). A charge of $65 a day is made for each additional day of inpatient confinement. A group accident and sickness insurance plan is also available to students. The Cashier mails details of this plan to students in the summer.

Board

Meals are served in the college dining halls throughout the academic year except during vacations. The 1996-97 charge is $2,320 for Board Plans A (unlimited dining hall access), B or C (combination of dining hall meals and "flex" dollars to be used in any of Denison's dining facilities).

Room Rent

If two or more students room together, the rent for each student is $2,840 in 1996-1997. The 1996-1997 price of a single room is $3,740, an apartment is $3,490 per resident and a suite is $3,060 per resident. Students are charged for any damage to the furniture or the room beyond ordinary wear.

Other Fees

Auditing Classes

This privilege may be granted to any student. A regularly enrolled full-time student may be permitted to audit one course each semester without additional fee and without academic credit. In all other cases, an auditor pays a sum equal to one-half the tuition rate paid by a part-time student ($290 per registered hour for 1996-1997).

Off-Campus Programs

For 1996-1997, an administrative fee of $315 per semester is charged to each student participating in an off-campus program.

Books and Supplies

Bookstore purchases may be paid by cash or check, Visa, Mastercard, American Express or Discover Card, or through a Denison University "Big Red Card" deposit account. (Information on the Big Red Card will be sent to all students prior to the start of each semester.)

Department of Music Fees

Music fees are required of a student taking private lessons in Applied Music. A surcharge in 1996-1997 of $215 per half hour (1 credit) or $430 per hour (2 credits) of instruction per semester, including the necessary practice time, is assessed for applied music lessons. The surcharge is waived for music majors. The fee for the required hours of private music lessons for the BFA program in Theatre will be waived.

Any student paying regular tuition may attend classes (not private lessons) in voice or instrumental music without extra charge.

Department of Theatre and Cinema Fees

The following fees apply for 1996-1997:
Advanced Cinema Production Lab Fee $ 125
Elementary Cinema Production Materials Fee $ 95
World Cinema Materials Fee $ 25

Special Fees

A materials fee, currently $40 per semester, is charged for courses such as ceramics, sculpture, printmaking, drawing and life drawing, and photography where the student becomes the owner of tangible items created. This is subject to change from semester to semester.

Some fine arts studio courses and science lab courses may have additional expenses.

Special fees for certain activities not normally included in the curriculum, such as horseback riding, skiing, etc., are charged to participating students.

Enrollment Deposit

A $300 enrollment deposit is required of all students prior to enrollment at Denison. It is due each year by May 1 for first-year students. This deposit is held during the full term of a student's enrollment. Upon withdrawal or graduation from Denison, the deposit is first applied to any outstanding balance on the student's account, and the remainder is refunded. The deposit is forfeited if a student withdraws after April 1 (May 1 for freshmen and transfer students) for the ensuing fall semester or after November 1 for the ensuing spring semester.

Payment of Bills

All bills are payable in the Cashier's Office. To help develop a sense of responsibility and a greater appreciation of the educational opportunity, the University has a policy of collecting bills from the student rather than from his or her parents. The student, however, may request that all bills be sent to another party for payment as described later in this section.

Semester Bills and Late Payments

Semester bills are due August 15 for the first semester and December 15 for the second semester but may be paid in advance. Semester bills not paid by the due date are subject to a late payment fee of 1 percent per month or any portion thereof on the unpaid balance until the bill is paid in full. Registration for a semester is *not permitted* unless all fees are paid in accordance with the terms of the payment plan selected (See Payment Plans, page 188). These bills are mailed in July and November to the student's billing address.

Advanced Course and Housing Registration

The University conducts advanced course registration each semester for the ensuing semester's work, and housing registration each spring for the following academic year.

All fees must be paid to permit advanced course and housing registration.

Miscellaneous Bills

Invoices for miscellaneous items such as lost keys, identification cards, residence hall damages, medication/service, etc., are issued by the department authorizing the bill with a copy mailed to the student at his/her Slayter Box and a carbon copy sent to the Cashier's Office. All charges (except as noted below) are included on the comprehensive billing statement which is mailed to the permanent billing address. Confidential health center services are added to the account only if not paid within 10 days. Unpaid library and Auto Court fines are also periodically added to the billing statement.

The University reserves the right to notify parents when scheduled payments are not met by the student. Students may want all bills, both semester and miscellaneous, sent to one particular address. This can be accomplished by notifying the Cashier's Office, in writing, of the name and address to be used for billing purposes. This notification must be signed by the student. On request, a receipted bill is issued when the statement is returned. All remittances to the Cashier sent by campus mail should be addressed to Doane Box 200 or Slayter Box 216.

A student is ineligible to attend classes unless his or her bills are paid when due. A student is denied an honorable separation, an official record of credits, or a diploma until all University bills are paid in full.

Refunds on student accounts having a credit balance are made only if the balance is $25 or greater. Credit balances of less than $25 remain on the student's account to be applied to future charges or refunded at the end of the academic year or upon withdrawal as applicable.

The University accepts student checks for payment of bills; however, a $10 charge is assessed on all checks returned by the banks for insufficient funds. The University does *not* provide check cashing privileges for students at the Cashier's Office. Numerous banking and savings institutions are available in Granville which offer a variety of checking and savings plans. It is recommended that students establish an account with a local financial institution to facilitate their bill paying and cash needs.

Payment Plans

Several monthly payment plans are available to parents of Denison students. Long-term loans are also available. These plans may provide insurance for continued payment of educational expenses in case of death of the insured parent. Details of these plans are sent to students in the spring each year for the following year of enrollment.

Late Registration

Students failing to complete all registration matters by the final deadline of the tenth class date of the term and/or failing to respond properly to University official's notices regarding the problem shall be withdrawn from all preregistered courses. Such withdrawal shall carry with it financial forfeitures of 50 percent of all fees due. Appeal of this action shall be to the Registrar's Advisory Committee and, if upheld, will normally carry a minimum penalty of $50 and other disciplinary sanctions as deemed appropriate.

Refund or Forfeiture of Tuition, Activity Fee, Student Health Fee and Room and Board

Withdrawal from the University at any time is official only upon written notice to the Vice President for Student Affairs. A request to the Registrar for a transcript of credits shall neither be considered a notice of withdrawal from the University nor a cancellation of a Room and/or Board reservation.

In the event of an official withdrawal after the first day of classes, a student may receive a partial refund. The refund is calculated based upon the student's status as either a "continuing student" or a "first time student." A continuing student is any student who has previously attended Denison during at least one semester. A first time student is any new or transer student in his or her first semester at Denison. Upon official withdrawal or suspension, any adjustments to the account are automatically made in accordance with University policy and a refund check or bill will be sent as needed. Please contact the Cashier's Office with questions regarding the amount of refund or forfeiture of charges. For questions regarding adjustments to financial aid, please contact the Financial Aid Office.

A student will receive a refund of tuition, room, activity fee and student health fee as follows, based upon withdrawal before the end of the respective full week of classes:

	Continuing Student		First Time Student
	Normal Withdrawal	Medical Withdrawal	
1st day of classes	100%	100%	100%
1st week	90%	90%	90%
2nd week	90%	90%	90%
3rd week	50%	70%	80%
4th week	50%	60%	70%
5th week	25%	50%	60%
6th week	25%	40%	60%
7th week	25%	30%	50%
8th week	25%	25%	40%
9th week	0%	10%	40%

No refunds are granted after the 8th week (9th week for medical withdrawal) for continuing students and after the 9th week for first time students. In the event of withdrawal of a continuing student because of dismissal, the medical withdrawal schedule will apply. First time students will be refunded on the schedule above regardless of the reason for withdrawal.

A pro rata refund of the board charge will be made following official withdrawal or dismissal from Denison as of the date the student ID card was last used in University dining halls. The Office of Student Affairs will determine this date.

Other Conditions

If a student withdraws after the withdrawal deadline and before the first day of classes because of illness or other approved extenuating circumstance, the enrollment deposit may be temporarily held. (Extenuating circumstances must be approved in advance by the Office of Student Affairs or Admissions, whichever is appropriate.) Additionally, the student cannot attend another college and must plan to register for a subsequent semester. If the student does not register during the following two semesters, the deposit is forfeited. The withdrawal deadline is April 1 for the ensuing Fall semester and November 1 for the ensuing Spring semester for continuing students. For entering first-year or transfer students, the deadline is May 1.

The excess hours fee, fees for applied music lessons, or other course fees are not refunded after the fourth week in the case of a student withdrawing for any reason from a course or from the University. Fees for the seven-week equestrian classes are non-refundable in the case of a withdrawal after the second week of classes.

Motor Vehicle Policy

All students are required to register any vehicle present on the Denison campus. A Denison registration sticker is not only a parking permit, but is required for roadway use of a motor vehicle.

Safety Glasses Requirement

In accordance with the provisions of the state law (i.e. amended Sections 3313.643, 3743.52 and 3743.99 of the Revised Code of the State of Ohio file No. 225, effective June 22, 1972):

All students enrolled in specified laboratory and studio courses in Art, Biology, Chemistry, Geology, Physical Education, Physics, and Theater and Cinema MUST wear "industrial quality eye protective devices at all times while participating or observing..." any of the laboratory or studio work.

The Ohio law (a copy of which is on file in the departments named above) is written in such a way that "industrial quality eye protective devices" means devices meeting the standards of the American National Standard Practice for Occupational and Educational Eye and Face Protection (Z87.1-1968) approved by the American National Standards Institute Inc., and subsequent revisions thereof, provided such revisions are approved and adopted by the State of Ohio Industrial Commission. In particular, the law specifies that "all impact resistant lenses must be capable of withstanding an impact test in which a five-eighths inch steel ball weighing approximately fifty-six hundredths of an ounce is dropped from a height of fifty inches upon the horizontal upper surface of the lens in the manner prescribed under the code of federal regulations, Title 21, Section 3.84."

Please note that eyeglasses normally supplied by your optician, optometrist, or ophthalmologist may be specified to be "impact resistant" and still not meet the precise specifications of the Ohio law, as quoted above.

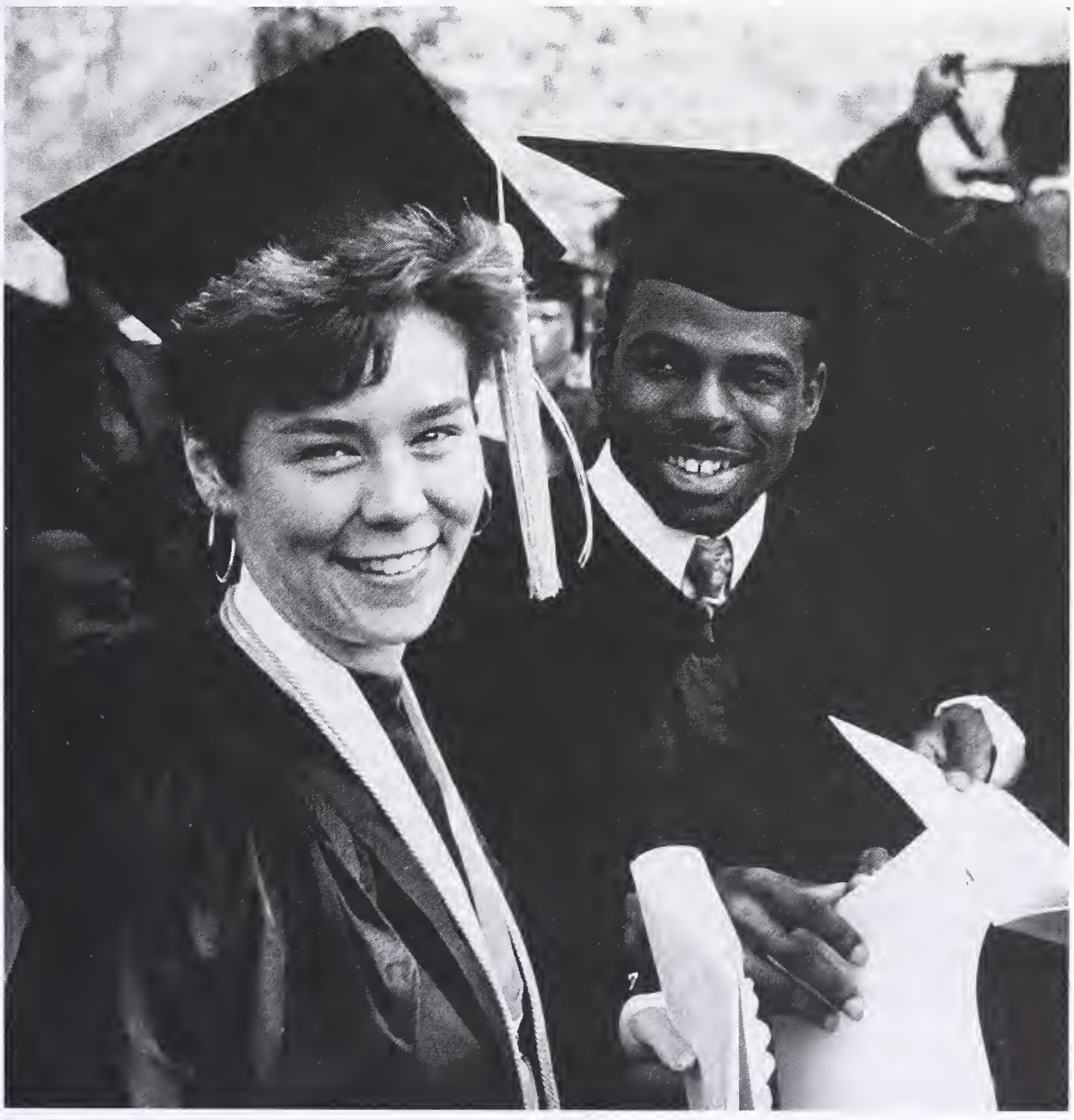
Accordingly, students enrolled in the above departmental courses and who do not ordinarily wear glasses will — without exception — be required to purchase a pair of safety glasses meeting the above specifications. Such glasses will ordinarily be available in the Denison Bookstore, but may be purchased elsewhere. Students who already wear prescription lenses (either contact or otherwise) will also be required to wear safety glasses when in the laboratory.

studio or work areas. These may be of a variety which cover their ordinary glasses or they may be a pair prepared according to the student's prescription and meeting the safety standards. The University has arrangements with a local supplier to furnish both kinds at prices which are both fair and competitive.

Breakage Fees

Although a record is kept of all breakage of glassware and equipment, students are not ordinarily charged for breakage amounting to less than $5 per laboratory course per semester. However, when the breakage in any one laboratory-semester is $5 or more, students will be billed directly by the Cashier's Office for the total amount of all breakage, including the first $5.

Additionally, students who fail to check out of a laboratory properly (either when dropping a course during a semester or at the regular check-out time at the end of a semester) will be charged a fee of $25, plus billing for all breakage, regardless of the amount. The policy on breakage fees applies to all lab courses in Chemistry, including directed studies, senior research, individual work for honors, and courses in physical education.



Financial Aid Information

Denison is strongly committed to enrolling highly-qualified students, regardless of their financial means. Since qualified, committed and involved students are the lifeblood of our university, we regard each one as an invaluable asset to Denison.

This year, Denison students are receiving over $23 million in financial assistance from various sources. More than $14 million is awarded from Denison funds.

If you have any doubts about your family's ability to pay for a Denison education without help, don't hesitate. Apply for financial aid. Your request does not affect the decision of the Admissions Committee in any way, and we at the Financial Aid Office welcome the opportunity to help you and your family in planning for college.

Applying for Financial Aid

To apply for help in meeting the cost of a Denison education, pick up a Free Application for Federal Student Aid (FAFSA) at your school's guidance office in December of your senior year. As early as possible (but after January 1), you and your parents should complete all pages of the forms and mail them to the Federal Processor with instructions to forward a copy to Denison. Denison also requires that you apply to your state scholarship program if awards offered may be used at an Ohio institution. (In some states, you must use a separate form to apply for these grants. Ask your guidance counselor.)

Special application procedures are available for Early Decision admission applicants who need a financial aid decision before April. Information explaining this procedure is available from our Admissions Office.

The information you submit on the FAFSA will be analyzed by the Federal Processor to determine the contribution you and your family can make toward the cost of a year's education. The family contribution is based on a formula called "Federal Methodology" which assesses such factors as taxable and non-taxable income, family size, asset strength, and number of family members in college.

After the Federal Processor computes your family contribution, it will send this information electronically to Denison and any other colleges you designate within two to three weeks after you file the FAFSA.

Our Financial Aid counselors will carefully review the information you submitted on the FAFSA. We may request additional information from you directly and if you enroll we will request a copy of your and your parent(s)' prior year federal tax return.

Your federal need is computed by comparing the total cost of attending Denison for one year (tuition, fees, room and board, books and personal expenses) with the federal contribution calculated from your FAFSA. The difference is your federal financial need.

If you meet our admissions standards, we want you to have a realistic opportunity to enroll here. When we make an offer of financial assistance, we offer funds from federal, state, and institutional sources to help meet your federal

need. In cases of very high federal need, Denison University is unable to meet 100% of this need. When funding is insufficient to meet the needs of all candidates, those with the strongest admissions credentials will receive priority.

Types of Financial Aid

Financial aid awards normally consist of a "package" designed to meet your financial need. Depending on the amount of your determined need, your package will usually consist of three components — employment on campus, a loan, and grants. Loans and employment are referred to as self-help. You are not obligated to accept the loan or work award. Grants and loans will be deducted on your college bill. Campus employment cannot be deducted in advance because it must be earned.

The exact formula which will be used in putting together your financial aid package is determined by Denison's Student Enrollment and Retention Committee (a group of administrators, faculty members, and students who formulate policies in this area). Packaging procedures are subject to annual review and revision.

Campus Employment

Students who have been offered employment as part of their financial aid package receive preference in obtaining jobs on campus. Employment is available in the library, residence halls, computer center, Slayter Union, academic departments, administrative offices, physical plant, and the food service operation. Denison participates in the Federal College Work Study Program. The money you earn through campus employment is generally used for your own personal expenses and for some second semester charges. Employment opportunities are listed with the Financial Aid Office, located on the third floor of Beth Eden House.

Loans

Your financial aid award may contain either a Perkins Loan or a Federal Direct Student Loan. These two loans are very similar in that there is no interest or repayment on the principal while the student is in school at least half-time. The interest begins to accumulate after graduation, five percent on a Perkins Loan and a variable percent on a Federal Direct Student Loan. (These provisions are subject to change by the Congress of the United States.)

Grants

Denison awards grants both from our own funds and from outside sources. These grants amount to more than $15 million annually. We participate in the Pell Grant program, the Supplemental Educational Opportunity Grant (SEOG) program, the Ohio Instructional Grant (OIG) program, the Ohio Student Choice Grant Program and certain other state grant programs.

Renewal of Financial Assistance

Each year, because of changes in income and other family circumstances, we

re-evaluate your financial need. Renewal applications are distributed in December or January of each year to students who will be returning to Denison the following September. Depending on Denison's cost and your family's situation, your need for assistance may vary from year to year. Completed renewal applications are due back in the Financial Aid Office by April 15.

Academic Scholarships and Other Aid Not Dependent on "Need"

Denison annually offers a limited number of academic scholarships for first-year students which are based on academic talent and personal merit and do not require a demonstration of financial need. These include the Faculty Scholarship for Achievement (full tuition), the Wells Scholarship in Science (full tuition), the Dunbar Scholarship in Humanities (full tuition) for which an interview with a Denison representative on or off campus is required, the Battelle Memorial Institute Foundation Scholarship (half tuition),the Heritage Scholarship (half tuition), the Founders Award (when combined with a National Merit Stipend will equal half tuition awarded to selected National Merit Finalists), the Park National Bank Scholarship ($6,000), the Alumni Awards for Leadership and Talent ($3,000 to $5,000), and the I Know I Can Scholarship ($2,000).

Denison also offers merit-based scholarships to students of color including the Bob and Nancy Good Scholarship (half tuition), the Parajon and the Tyree Scholarships (half tuition), the Monsanto Scholarship in Science (half tuition), the YMCA Black Achievers Scholarship (half tuition), and the Hla, the Fisher and the Meredith Scholarships ($6,000).

These scholarships are available for tuition for all four years at Denison, but not for off-campus programs. The Admissions Office can give you further information on the availability of and criteria for competing for these scholarships and awards for entering first-year students.

A limited number of departmental and general scholarships of varying amounts are also available to selected students, based on factors such as outstanding academic achievement and fine arts talent. If you are eligible to be considered for such a scholarship, you will be either considered automatically or invited to apply by the appropriate academic department.

In addition, employment on campus for jobs requiring specific experience or skills is available. Parents may be eligible to obtain a Federal Direct Parent Loan (PLUS) through Denison University.

Endowed Scholarship Funds

The income from the following endowed scholarships is part of the Denison University Financial Aid Program and is available each year to Denison students on the basis of financial need, academic merit, and such other criteria as may be specified. Students must demonstrate need by filing a Free Application for Federal Student Aid (FAFSA) to qualify for need-based scholarships.

Honor Scholarships

REID AND POLLY ANDERSON SCHOLARS
Established 1985

Awarded to Juniors and Seniors majoring in the sciences

BATTELLE SCHOLARS PROGRAM
Established 1977

Awarded to students of high leadership potential who reside in Central Ohio.

NATIONAL CITY BANK SCHOLARSHIP Established 1982	Awarded to outstanding sophomores, juniors or seniors from Ohio.
DR. LAURA CRAYTOR BOULTON SCHOLARSHIP Established 1982	Awarded to one student who qualifies for work in Ethnomusicology.
GERTRUDE CARHARTT BRELSFORD MEMORIAL SCHOLARSHIP Established 1935	Awarded to Sophomores enrolled in courses of Music and Art.
WILLIAM O. BRASMER SCHOLARSHIP FOR EXCELLENCE IN THEATRE Established 1993	Awarded to the most promising candidate in the Department of Theatre and Cinema completing his/her junior year.
KENNETH I. BROWN SCHOLARSHIP Established 1959	Awarded to juniors or seniors with high scholastic ability preparing for careers in education.
MARY HARTWELL CATHERWOOD SCHOLARSHIP Established 1937	Awarded to students who plan on making their living from writing.
CAROLINE WOODROW DECKMAN STUDIO ART SCHOLARSHIP Established 1968	Awarded to a student showing outstanding creative achievement in Studio Art.
JONATHAN EVERETT DUNBAR SCHOLARSHIP IN THE HUMANITIES Established 1993	Awarded to an oustanding applicant with exceptional promise and a planned major in the Humanities.
KARL ESCHMAN SCHOLARSHIP Established 1977	Awarded to upperclass students in Music.
DALE GOOGINS SCHOLARSHIP Established 1991	Awarded annually in recognition of outstanding service of a student athletic trainer
GEORGE K. GOULDING MEMORIAL SCHOLARSHIP Established 1964	Awarded to students in Music.
R. STANLEY AND JANET O. LAING SCHOLARSHIP IN THE DEPARTMENT OF ECONOMICS Established 1982	Awarded to students majoring in Economics who have an interest in the application of high technology to the advancement of Economics.
PHILIP E. LAMOREAUX SCHOLARSHIP Established 1976	Awarded to students majoring in the field of Geology.
J. BUDD LONG SCHOLARSHIP Established 1978	Awarded annually to the Editor-in-Chief of the Adytum and the Editor-in-Chief of the Denisonian
LEROY "ACE" MORGAN MEMORIAL SCHOLARSHIP Established 1946	Awarded to talented students in the field of Theatre Arts.
E. CLARK MORROW AND IRMA HUDSON MORROW PRE-LAW SCHOLARSHIP Established 1962	Awarded to Senior students taking pre-law courses with the intention of entering law school after graduation.
PARK NATIONAL BANK SCHOLARSHIP Established 1981	Awarded annually to incoming freshmen from Licking County and Central Ohio on the basis of outstanding academic performance.

PARK NATIONAL BANK SCHOLARSHIP Established 1959	Awarded to students majoring in Economics.
PHI BETA KAPPA SCHOLARSHIP Established 1963	Awarded to outstanding students.
JULIET BARKER SARETT SCHOLARSHIP Established 1949	Awarded to students who show excellence in English and Dramatics.
CORA WHITCOMB SHEPARDSON SCHOLARSHIP Established 1937	Awarded to students showing proficiency in courses in Art.
FRANCIS WAYLAND SHEPARDSON SCHOLARSHIP Established 1937	Awarded to a student showing proficiency in courses of American History.
FLORA DODSON SKIPP SCHOLARSHIP Established 1973	Awarded to gifted students in Music.
GAYLE INGRAHAM SMITH SCHOLARSHIP Established 1967	Awarded to students majoring in violin or piano.
STEPHEN D. TUTTLE MEMORIAL SCHOLARSHIP Established 1963	Awarded to a student designated as most worthy of the honor in Music.
JEANNE VAIL SCHOLARSHIP Established 1979	Awarded to meritorious Fine Arts students.
MARGARET ANN WATKIN SCHOLARSHIP Established 1974	Awarded as general scholarship for students in the Department of Biology.
ROY L. & REBECCA PORTER WELLS SCHOLARSHIP Established 1985	Awarded to incoming Freshmen who anticipate majoring in a Science.
EDWARD A. WRIGHT THEATRE ARTS SCHOLARSHIP Established 1962	Awarded to students showing special talent in Theatre Arts.
FRANK J. WRIGHT MEMORIAL SCHOLARSHIP Established 1989	Awarded to Geology/Geography majors demonstrating outstanding scholarship at the end of the junior year.

Need-Based Preministerial Scholarship Funds

CHARLES EDWIN BARKER SCHOLARSHIP Established 1949	Awarded to students preparing for the Ministry.
WILLIAM HOWARD DOANE SCHOLARSHIP Established 1915	Awarded to students preparing for the Ministry.
M. E. GRAY SCHOLARSHIP Established 1888	Awarded to students who have a call to the Ministry.
ABIGAIL T. HOUCK SCHOLARSHIP Established 1899	Awarded to educate young men for the Baptist Ministry.
JOSHUA & GWENNIE JONES SCHOLARSHIP Established 1915	Awarded to educate young men for the Baptist Ministry.
MARY KEOKEE MONROE SCHOLARSHIP Established 1887	Awarded to students electing to enter the Baptist Ministry.
DAVID THATCHER SCHOLARSHIP Established 1891	Awarded to needy young men studying for the Ministry.

Need-Based Scholarship Funds

THE GEORGE I. ALDEN SCHOLARSHIP Established 1986	Awarded to highly qualified but financially needy students.

ROBERT C. & CAROL G. ALEXANDER SCHOLARSHIP Established 1966	Awarded to students with financial need.
JOHN W. AND MARY ANDERSON ALFORD ENDOWED PROGRAM FOR INTERNATIONAL STUDENTS Established 1983	Support for international students with preference to those from the Far East.
ALUMNI MEMORIAL SCHOLARSHIP Established 1972	Awarded to students with financial need.
AMERICAN BAPTIST CONVENTION SCHOLARSHIP Established 1960	Awarded to students with financial need.
AMERICAN COMMONS CLUB SCHOLARSHIP Established 1970	Awarded to students with financial need.
ROBERT AND MARION E. BALL SCHOLARSHIP Established 1994	Awarded to students with financial need, preferably from upstate New York or Minnesota
TURPIN C. AND CHARLOTTE THOMAS BANNISTER SCHOLARSHIP Established 1989	Awarded to students with financial need who demonstrate significant academic promise and interest. Descendants receive preferential treatment.
EUGENE J. & MARGARET GOOCH BARNEY SCHOLARSHIP Established 1969	Awarded to students with financial need.
WILLIAM T. & MAUDE FIRTH BAWDEN SCHOLARSHIP Established 1964	Awarded to students with financial need.
CONNIE AND FRANCIS BAYLEY SCHOLARSHIP Established 1991	Awarded to Students with financial need
ANNA B. BEATTIE SCHOLARSHIP Established 1966	Awarded to students with financial need.
BLANCHE D. BEATTIE SCHOLARSHIP Established 1962	Awarded to students with financial need.
JOHN W. BEATTIE SCHOLARSHIP Established 1962	Awarded to students with financial need.
FREDERICK P. & MARY T. BEAVER SCHOLARSHIP Established 1943	Awarded to students with financial need.
MARY F. & FRED W. BENJAMIN MEMORIAL SCHOLARSHIP Established 1959	Awarded to students with financial need.
ERNEST C. & MARIE T. BRELSFORD SCHOLARSHIP Established 1963	Awarded to students with financial need.
MILLARD BRELSFORD MEMORIAL SCHOLARSHIP Established 1951	Awarded to students with financial need.
MILLARD BRELSFORD SPECIAL SCHOLARSHIP Established 1967	Awarded to students with financial need who are members of the Baptist faith.
BRICKER SCHOLARSHIP Established 1972	Awarded to students with financial need.
SAMUEL B. BRIERLY MEMORIAL SCHOLARSHIP Established 1938	Awarded to students with financial need.
BURRITT JOHNSTON BROTHERTON MEMORIAL SCHOLARSHIP Established 1973	Awarded to students with financial need.

LESTER C. & NELL S. BUSH SCHOLARSHIP Established 1944	Awarded to students with financial need.
HAROLD AND MARY E. CAIN SCHOLARSHIP Established 1980	Awarded to students in Music.
CARNAHAN-JACKSON SCHOLARSHIP Established 1986	Awarded to highly academically qualified needy students majoring in the humanities with preference given to students from Jamestown and western New York area.
WELLS A. & CYNTHIA ALDRICH CHAMBERLAIN SCHOLARSHIP Established 1920	Awarded to students with financial need.
WILLIS A. & FRANCES W. CHAMBERLIN SCHOLARSHIP Established 1941	Awarded to students of high scholarship majoring in the Humanities.
DAVID A. CHAMBERS SCHOLARSHIP Established 1986	Awarded to students with financial need.
EDWARD AND JOHN CHERNEY FUND Established 1995	Awarded to students with financial need.
CLASS OF 1912 SCHOLARSHIP Established 1972	Awarded to students with financial need.
CLASS OF 1913 SCHOLARSHIP Established 1938	Awarded to students with financial need with preference to children of class members.
CLASS OF 1917 WAR MEMORIAL SCHOLARSHIP Established 1937	Awarded to students with financial need with preference to children of class members.
CLASS OF 1924 SCHOLARSHIP	Awarded to students with financial need.
CLASS OF 1926 SCHOLARSHIP Established 1976	Awarded to students with financial need.
CLASS OF 1927 SCHOLARSHIP Established 1977	Awarded to students with financial need.
CLASS OF 1928 SCHOLARSHIP Established 1928	Awarded to students with financial need.
CLASS OF 1929 SCHOLARSHIP Established 1939	Awarded to students with financial need with preference to children of class members.
CLASS OF 1932 50TH REUNION GIFT	Awarded to students with financial need.
CLASS OF 1934 ENDOWED SCHOLARSHIP FUND Established 1984	Awarded to students with financial need.
CLASS OF 1937 SCHOLARSHIP Established 1987	Awarded to students with financial need.
CLASS OF 1938 SCHOLARSHIP Established 1988	Awarded to students with financial need
CLASS OF 1940 SCHOLARSHIP Established 1991	Awarded to students with financial need.
CLASS OF 1941 SCHOLARSHIP Established 1991	Awarded to students with financial need.
CLASS OF 1942 SCHOLARSHIP Established 1993	Awarded to students with financial need.

CLASS OF 1944 SCHOLARSHIP Established 1995	Awarded to students with financial need.
ELIZABETH PLATT CLEMENTS SCHOLARSHIP Established 1975	Awarded to students with financial need.
EDWARD TAYLOR CLISSOLD MEMORIAL SCHOLARSHIP Established 1948	Awarded to students with financial need
THE COFFIN SCHOLARSHIP Established 1993	Awarded to needy juniors/seniors making good academic progress
BLANCHE LEMERT COPELAND SCHOLARSHIP Established 1947	Awarded to students with financial need with preference given to students from Crawford County, Ohio.
KATHERINE AND FREDERICK CRAWFORD SCHOLARSHIP Established 1988	Awarded to students with financial need, preferable to descendants of John and Martha Coolidge
GERALDINE CROCKER SCHOLARSHIP Established 1968	Awarded to students in areas related to speech aid
LIONEL G. CROCKER ENDOWED SCHOLARSHIP Established 1988	Awarded to a rising senior majoring in Communication with demonstrated financial need.
SAMUEL S. AND JEANETTE ALBIEZ DAVIS WORK SCHOLARSHIP Established 1988	Awarded to student workers on the staff of Denison University primarily in facility renewal and grounds conservation and improvement.
ALBERT W. & IDA C. DAVISON SCHOLARSHIP Established 1981	Awarded to a Chemistry major with financial need who intends to enter the teaching profession.
JOHN H. DOYLE SCHOLARSHIP Established 1928	Awarded to worthy students from Toledo, Ohio
MILTON P. ELBERFELD SCHOLARSHIP Established 1970	Awarded to students who have obtained a high level of achievement in both scholarship and athletics.
ELIZABETH S. EWART SCHOLARSHIP Established 1924	Awarded to students with financial need.
FRANK C. EWART MEMORIAL SCHOLARSHIP Established 1951	Awarded on the basis of financial need to students who are qualified Christians.
THOMAS EWART FUND SCHOLARSHIP Established 1977	Awarded to students with financial need.
MINNIE FARNER-MILLER SCHOLARSHIP Established 1958	Awarded to students with financial need.
LELIA MILWARD FIRTH SCHOLARSHIP Established 1962	Awarded to students with financial need.
RAY C. FISH SCHOLARSHIP Established 1961	Awarded to students with financial need.
DONALD R. FITCH SCHOLARSHIP Established 1988	Awarded to students with financial need with preference to members of Gamma Xi Chapter of Kappa Sigma Fraternity.

WALTER LEROY FLORY SCHOLARSHIP Established 1951	Awarded to a senior showing great promise of professional success and leadership based on scholastic record.
DORA A. FORSYTHE SCHOLARSHIP Established 1949	Awarded to students with financial need.
CLARENCE L. FOX MEMORIAL SCHOLARSHIP Established 1948	Awarded to students with financial need with priority to children or grandchildren of Clarence Fox.
ROBERT K. FOX SCHOLARSHIP Established 1945	Awarded to students with financial need.
OLIVE A. FRANZ MEMORIAL SCHOLARSHIP Established 1979	Awarded to students with financial need.
DOUGLAS A FREEDMAN ENDOWED SCHOLARSHIP Established 1991	Awarded annually to a student who demonstrates financial need.
THE GAR FOUNDATION SCHOLARSHIP Established 1985	Awarded to needy, highly academically qualified students from the Akron area or N.E. Ohio.
GENERAL SCHOLARSHIP Established 1963	Awarded to students with financial need.
ROBERT AND NANCY GOOD SCHOLARSHIP FOR MINORITY STUDENTS Established 1984	Awarded to freshmen minority students financial need.
STEVE R. GORDY AND PATRICIA LEONARD GORDY SCHOLARSHIP Established 1986	Awarded to two (2) students with financial need pursuing a course of study in the Humanities in the names of Steve R. and Patricia Leonard Gordy respectively.
DAVID E. GREEN MEMORIAL SCHOLARSHIP Established 1963	Awarded to students with financial need.
ARTHUR GREGORY MEMORIAL SCHOLARSHIP FUND Established 1984	Awarded to students with financial need.
PAUL AND JILL GRIESSE SCHOLARSHIP Established 1993	Awarded to students with financial need from India
VIRGINIA L. GRIGSBY SCHOLARSHIP Established 1986	Awarded to students with financial need.
G. O. GRISWOLD SCHOLARSHIP Established 1945	Awarded to students with financial need.
ROBERT F. & MARGARET E. HAMILTON SCHOLARSHIP Established 1988	Awarded to students with financial need.
DR. LAURA C. HARRIS SCHOLARSHIP Established 1990	Awarded to women with financial need in science, English and music.
DAVID C. & JUNE ROBION HAYNES SCHOLARSHIP Established 1981	Awarded to students with financial need.
PAUL E. HENDERSON Established 1973	Awarded to students with financial need.
MARGARET B. HENDRICHS SCHOLARSHIP Established 1985	Awarded to students with financial need.
ALBERT M. HIGLEY MEMORIAL SCHOLARSHIP Established 1971	Awarded to students with financial need.

KKH SCHOLARSHIP FUND Established 1992	Awarded to students with financial need.
TAH SCHOLARSHIP FUND Established 1992	Awarded to students with financial need.
WAH SCHOLARSHIP FUND Established 1992	Awarded to students with financial need.
DAVID TIN HLA MEMORIAL SCHOLARSHIP Established 1965	Awarded to students with financial need.
FREDERICK HOLDEN SCHOLARSHIP Established 1994	Awarded to Geology/Geography majors with financial need.
MASUO S. AND KIYO A. HOSHIDE MEMORIAL SCHOLARSHIP Established 1946	Awarded to students with financial need.
HUFFMAN ESTATE SCHOLARSHIP Established 1986	Awarded to students with financial need.
BLANCHE McCOY HUMPHREYS SCHOLARSHIP Established 1955	Awarded to students with financial need.
H. RHODES HUNDLEY MEMORIAL SCHOLARSHIP Established 1959	Awarded to students with financial need.
EMORY W. HUNT MEMORIAL SCHOLARSHIP Established 1951	Awarded to students with financial need.
STANLEY E. JOHNSON, JR. AND GAYE S. JOHNSON ENDOWED PRE-LAW SCHOLARSHIP Established 1984	Awarded to a junior with financial need with the desire to enter the practice of law.
PHYLLIS F. JOLLAY MEMORIAL SCHOLARSHIP Established 1993	Awarded first to a needy member of Delta Delta Delta, second to a needy performing arts major, third to a needy student from the student body in general.
JONES-MINIGER SCHOLARSHIP Established 1982	Awarded to students with financial need.
MARTIN LUTHER KING JR. MEMORIAL SCHOLARSHIP Established 1968	Awarded to Black students with financial need.
HERMAN L. & JOHN A. KLEIN SCHOLARSHIP Established 1966	Awarded to skillful first-year debaters.
A. BLAIR KNAPP MEMORIAL SCHOLARSHIP Established 1968	Awarded to students with financial need.
KATIE KROHN ENDOWED SCHOLARSHIPS Estabished 1992	Awarded to needy inner city Chicago-area students with demonstrated academic achievement.
ALFRED W. LEVER — TRAVEL SCHOLARSHIP Established 1970	Awarded to students with financial need.
CHARLES T. LEWIS SCHOLARSHIP Established 1928	Awarded to students with financial need.
MADELYN LOCKHART SCHOLARSHIP Established 1994	Awarded to female students with financial need.
FRANK LONGABAUGH SCHOLARSHIP Established 1990	Awarded to students with financial need.

NANCY AND ROGER M. LYNCH ENDOWED SCHOLARSHIP FUND Established 1993	Awarded to students with financial need.
ALICE HUTCHISON LYTLE SCHOLARSHIP Established 1970	Awarded to students with financial need.
MARIMAC SCHOLARSHIP FUND Established 1982	Awarded to students with financial need with interest in the fine arts.
GWENDOLYN C. MARTIN SCHOLARSHIP Established 1974	Awarded to full-time students with financial need in Fine Arts with preference to students of Music.
MATTHEWS SCHOLARSHIP FUND Established 1964	Awarded to students with financial need.
JOHN & RUTH McCAMMON SCHOLARSHIP Established 1988	Awarded to students with financial need who are majoring in Biology
WILLIAM T. AND JANE COOK McCONNELL SCHOLARSHIP Established 1994	Awarded to a Newark, Ohio, high school student who received the "A Call to College" award and will matriculate at Denison University.
THOMAS S. McWILLIAMS II MEMORIAL SCHOLARSHIP Established 1983	Awarded to students with financial need.
ANDREW S. AND ANNA MEERIS MATTHEWSON SCHOLARSHIP Established 1987	Awarded to students with financial need.
MEIER FAMILY ENDOWED SCHOLARSHIP Estabished 1993	Awarded to a student with financial need.
E. STANLEY MELICK SCHOLARSHIP Established 1984	Awarded to a student with financial need and academic excellence in science and mathematics and with scientific potential.
MINORITY AND FOREIGN STUDENT SCHOLARSHIP Established 1988	Awarded to minority and foreign students with financial need.
BENJAMIN A. MOLLETT MEMORIAL SCHOLARSHIP Established 1986	Awarded to students with financial need with first preference to students from Sangamon County in central Illinois.
MONSANTO SCIENCE SCHOLARSHIP Established 1991	Awarded to African-American students from the St. Louis, Mo., area who are interested in the sciences and who remain at a certain level of academic performance.
MALCOLM J. AND ELIZABETH OSMOND MOSHIER SCHOLARSHIP Established 1981	Awarded to students with financial need with first preference to descendants of Malcolm J. and Elizabeth O. Moshier, second preference to physical education majors, third to a deserving Denison student.
LESLIE B. MOSS SCHOLARSHIP Established 1950	Awarded to students of missionary ministerial parents.
ROURK J. "RORY" MULLEN SPORTS MEDICINE SCHOLARSHIP Established 1985	Awarded to students with financial need on the basis of academic promise with preference to student(s) intending to follow a career in Sports Medicine.
DAVID M. MUSCHNA MEMORIAL SCHOLARSHIP Established 1972	Awarded to students with financial need.

N. W. NEPTUNE SCHOLARSHIP Established 1942	Awarded to students with financial need.
LELIA NICHOLS SCHOLARSHIP Established 1972	Awarded to an Ohio resident who writes the best essay on the history of the State of Ohio.
LAVERNE NOYES FOUNDATION SCHOLARSHIP Established 1938	Awarded to descendants of World War I Army and Navy personnel.
MARY JANE OESTMANN ENDOWED FUND Established 1991	Awarded to a junior or senior student(s) demonstrating academic achievement and financial need, first preference to a needy student majoring in mathematical or physical sciences.
FRANK C. ONSTOTT SCHOLARSHIP Established 1966	Awarded to students with financial need.
PEABODY INTERNATIONAL CORP. ENDOWED SCHOLARSHIP Established 1981	Awarded annually to students with financial need; first preference to members of Peabody International employee families.
RICHARD D. PERKINS MEMORIAL SCHOLARSHIP Established 1977	Awarded to students with financial need.
KENT A. PFEIFFER SCHOLARSHIP FUND Established 1979	Awarded annually to men/women student-athletes with financial need.
ALLEN T. PRICE MEMORIAL SCHOLARSHIP FUND Established 1983	Awarded to students with financial need with preference to history majors.
WELSH HILLS PRICES SCHOLARSHIP Established 1924	Awarded to students preparing for Christian service.
CHARLES W. PRINE AND FAMILY SCHOLARSHIP Established 1980	Awarded to students with high academic promise and financial need from a rural or farm area in Ohio or Pennsylvania.
READER'S DIGEST FOUNDATION SCHOLARSHIP Established 1965	Awarded to students with financial need.
BEULAH RECTOR MEMORIAL SCHOLARSHIP Established 1978	Awarded to students with financial need.
MARTHA GRACE REESE AND THEKLA R. SHACKELFORD THEATRE SCHOLARSHIP Established 1973	Awarded to Theatre-oriented students.
CAROL REED MEMORIAL SCHOLARSHIP Established 1983	Awarded to students with financial need.
JOAN ROBINSON SCHOLARSHIP Established 1986	Awarded to junior or senior women who best exemplify the role of women in furthering the free enterprise system.
CONRAD E. RONNEBERG SCHOLARSHIP Established 1956	Awarded to foreign students on the basis of financial need.
GEORGE M. AND HARRIETTE McCANN ROUDEBUSH SCHOLARSHIP Established 1943	Awarded to students with financial need with preference given to students who participate in athletics.
EDSON RUPP MEMORIAL SCHOLARSHIP Established 1961	Awarded to students with financial need.
JAMES B. SAYERS, JR. MEMORIAL SCHOLARSHIP Established 1970	Awarded to students with financial need.

MARTHA MONTGOMERY SCHURZ SCHOLARSHIP Established 1988	Awarded to students with financial need who are majoring in English
JAMES AND PAULINE PITTS SCOTT SCHOLARSHIP Established 1983	Awarded to students with financial need.
RICHARD C. AND LINDA G. SEALE SCHOLARSHIP Established 1988	Awarded to students to support summer coursework at Duke University Marine Laboratory.
WALTER SECOR SCHOLARSHIP Established 1995	Awarded to students with financial need majoring in a modern language.
ROBERT SEPESSY SCHOLARSHIP Established 1994	A renewable fund awarded to an incoming first-year student with financial need.
THOMAS R. SHEPARD MEMORIAL SCHOLARSHIP Established 1974	Awarded to students with financial need.
VINTON R. SHEPARD MEMORIAL SCHOLARSHIP Established 1963	Awarded to an English major on the basis of financial need.
ELIZA SMART SHEPARDSON SCHOLARSHIP Established 1939	Awarded to a woman student with major or general interest in Music, demonstrating financial need.
FRANCIS W. SHEPARDSON MEMORIAL SCHOLARSHIP Established 1944	Awarded to students with financial need.
GEORGE DeFREESE SHEPARDSON MEMORIAL SCHOLARSHIP Established 1969	Awarded to students in the field of Science on the basis of financial need.
HARRIET KING SHEPARDSON MEMORIAL SCHOLARSHIP Established 1969	Awarded to students in the field of English or Dramatics on the basis of financial need.
SHORNEY MEMORIAL SCHOLARSHIP Established 1938	Awarded to students with financial need.
ERI J. SHUMAKER MEMORIAL SCHOLARSHIP Established 1964	Awarded to students with financial need.
FRANKLIN G. SMITH SCHOLARSHIP Established 1957	Awarded to students with financial need.
LOREN E. & MILDRED M. SOUERS SCHOLARSHIP Established 1982	Awarded to students with financial need.
AMANDA SPERRY SCHOLARSHIP Established 1936	Awarded to students with financial need.
CHARLES W. STEELE MEMORIAL SCHOLARSHIP Established 1987	Awarded to a junior in Spanish with possible renewal senior year. Preference given to those with demonstrated financial need who plan a career in teaching.
HERBERT F. STILWELL SCHOLARSHIP Established 1937	Awarded to students with financial need.
MARY ANN SEARS SWETLAND MEMORIAL SCHOLARSHIP Established 1982	Awarded to students with financial need.
SURDNA FOUNDATION SCHOLARSHIP Established 1983	Awarded to students with financial need.

RICHARD SWARTSEL SCHOLARSHIP Established 1988	Awarded to students with financial need.
ELIZABETH TREMBLEY SWISHER SCHOLARSHIP Established 1970	Awarded to students with financial need.
THOMAS SCHOLARSHIP Established 1976	Awarded to students with financial need.
LEWIS NEWTON THOMAS III MEMORIAL SCHOLARSHIP Established 1974	Awarded as a general scholarship.
TRW SCHOLARSHIP Established 1990	Awarded to multicultural women with financcial need with preference given to Faculty Achievement Scholars.
RICHARD E. TRUMBULL MEMORIAL SCHOLARSHIP Established 1986	Awarded to incoming freshmen men/ women scholars.
ESTELLE KING VAN BEUREN ENDOWED MEMORIAL SCHOLARSHIP FUND Established 1981	Awarded to men or women with financial need who as freshmen intend to major in music.
CHAPLAIN THOMAS B. VAN HORNE MEMORIAL SCHOLARSHIP Established 1959	Awarded to students with financial need.
S. RICHARD VAN HORNE MEMORIAL SCHOLARSHIP FUND Established 1983	Awarded to students with financial need with preference to descendents of S. Richard Van Horne and children of employees of Corrugated Supplies Corp.
DANIEL VAN VOORHIS SCHOLARSHIP Established 1928	Awarded to students with financial need.
VISUAL ARTS SCHOLARSHIP Established 1971	Awarded to aid needy and promising Art majors.
CHARLES GARDNER WATERS SCHOLARSHIP Established 1937	Awarded to students with financial need.
CHARLES G. & CLARA FERRIS WATERS SCHOLARSHIP Established 1937	Awarded to students with financial need.
EARL H. & IRENE L. WELLS SCHOLARSHIP Established 1962	Awarded to students with financial need.
CHARLES F. WHISLER & FAMILY SCHOLARSHIP Established 1936	Awarded to students with financial need.
CINDY WHITACRE '73 SCHOLARSHIP Established 1979	Awarded to a Junior or Senior majoring in German or French.
KATHERINE GEAR WIGHTMAN SCHOLARSHIP Established 1943	Awarded to students with financial need.
RUSSEL H. WILLIAMS MEMORIAL SCHOLARSHIP Established 1959	Awarded to students with financial need.
WINDLE MEMORIAL SCHOLARSHIP Established 1987	Awarded to students with financial need.
ANNETTE LODGE WINTERS SCHOLARSHIP Established 1973	Awarded to foreign students on the basis of financial need.
JOHN E. F. AND MATTHEW L. WOOD SCHOLARSHIP FUND Established 1981	Awarded to students with financial need.

MR. AND MRS. W. C. WOODYARD MEMORIAL SCHOLARSHIP Established 1963	Awarded to students with financial need.
MABLE MOORE WRIGHT SCHOLARSHIP Established 1971	Awarded to students with financial need.

Need-Based Scholarship Funds for Men

MARIA T. BARNEY MEMORIAL SCHOLARSHIP Established 1881	Awarded as scholarship to worthy young men of high moral character.
A. F. & A. A. BOSTWICK SCHOLARSHIP Established 1928	Awarded to students with financial need.
HENRY THURSTON CRANE SCHOLARSHIP Established 1937	Awarded to students with financial need.
DAVID & JANE HARPSTER SCHOLARSHIP Established 1897	Awarded to students with financial need.
HAWES KEY CLUB SCHOLARSHIP Established 1957	Awarded as scholarship to Key Club members of Licking County or other Key Club members if nonavailable from Licking County.
JOHN H. HISLOP MEMORIAL Established 1951	Awarded to students with financial need with first priority to male students.
A. BLAIR KNAPP MEMORIAL SCHOLARSHIP Established 1970	Awarded to student athlete preferably a basketball player with financial need.
EUGENIO KINCAID LEONARD SCHOLARSHIP Established 1882	Awarded to worthy male displaying high morals and scholarship.
LIVINGSTON MEMORIAL SCHOLARSHIP Established 1979	Awarded to men with financial need majoring in physical education.
WILLIAM E. & ANNIE S. MILLER MEMORIAL SCHOLARSHIP Established 1960	Awarded to former Newark, Ohio student enrolling as first-year student.
MARY ARNOLD STEVENS SCHOLARSHIP Established 1874	Awarded to students who evidence Christian faith and life.
EBENEZER THRESHER SCHOLARSHIP Established 1891	Awarded with preference to men of good scholarship and promising talents.
ROBERT W. VANDERVEER, JR. MEMORIAL SCHOLARSHIP Established 1958	Awarded to male students with financial need.

Need-Based Scholarship Funds for Women

BETTY ANN ROBINSON ARBUCKLE SCHOLARSHIP Established 1961	Awarded to female student with financial need with good scholarship and who displays concern through campus service.
CHARLES T. CHAPIN SCHOLARSHIP Established 1912	Awarded to female student dependent upon own resources for her education and of high moral character.
HARRY THURSTON CRANE SCHOLARSHIP Established 1937	Awarded to female student with financial need.

IDA SAUNDERS FISHER SCHOLARSHIP Established 1932	Awarded to female student with financial need.
MARTHA S. FULLER MEMORIAL SCHOLARSHIP FUND Established 1984	Awarded to women students from New England with financial need.
FLORA PRICE JONES SCHOLARSHIP Established 1917	Awarded to women students with financial need.
J. W. KING SCHOLARSHIP Established 1887	Awarded to worthy young women with financial need.
HANNAH SNOW LEWIS SCHOLARSHIP Established 1946	Awarded to worthy young women with financial need.
LIDE-SHEPARDSON-MARSH MEMORIAL SCHOLARSHIP Established 1920	Awarded to students with financial need.
MARTHA A. LUSE SCHOLARSHIP Established 1928	Awarded to worthy young women with financial need.
JAMES McCLURG SCHOLARSHIP Established 1928	Awarded to worthy young women with financial need.
MARY MILLER SCHOLARSHIP Established 1914	Awarded to worthy young women with financial need.
MORTAR BOARD SCHOLARSHIP Established 1950	Awarded to women students with financial need.
PHILOMATHEAN MEMORIAL SCHOLARSHIP Established 1928	Awarded to aid women students with financial need.
MARGARET C. F. AND ALICE W. RICHARDS MEMORIAL foreign SCHOLARSHIP Established 1946	Awarded with preference to entering woman student or sophomore woman displaying leadership qualities.
AGNES WILSON WEAVER SCHOLARSHIP Established 1917	Awarded to female students with financial need.

Further Information

For more detailed information on methods of financing your Denison education, visit the Office of Financial Assistance and Student Employment in Beth Eden House. You may also write or call:

Office of Financial Aid and Student Employment
Denison University
Box M
Granville, Ohio 43023
(614) 587-6279

Administrative and Faculty Directory

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Castellini Company
Cincinnati, Ohio

*__Mark F. Dalton,__ B.A., J.D.
President
Tudor Investment Corporation
New York, N.Y.

*__Wallace H. Dunbar,__ B.A., M.B.A.
Chair of the Board
Americo Group
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Burbank, Calif.

*__Sara Fritz,__ B.S.
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Simsbury, Conn.

*__Janet Waugh Halliday,__ B.A.
Columbus, Ohio
(Alumni-elected trustee – term expires 6/96)

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President/General Manager
WROU-FM
Dayton, Ohio

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Rosemont, Pa.

W August "Gus" Hillenbrand, B.S., A.M.P.
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term expires: 6/98)

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***R. Scott Trumbull,** B.A., M.B.A.
Exec. Vice President/Int'l Operations
Owens-Illinois, Inc.
Toledo, Ohio

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Deputy Director General for Admin.
U.N. International Atomic
Energy Agency
Vienna, Austria

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(1974-88)
Senior Partner (Retired)
Hogan & Hartson Attys. at Law
Washington, D.C.

*__Alice McCann James,__ B.A.
(1938-71)
(Mrs. Harold A.)
Toledo, Ohio

*__Charlotte Power Kessler,__
(1979-93)
(Mrs. John W.)
New Albany, Ohio

R. Stanley Laing, B.S., M.B.A.
(1969-86)
Corporate Director and Consultant
Dayton, Ohio

*__Malcolm A. McNiven,__ B.A.,M.S.,Ph.D.
(1971-93)
Director, Center for Marketing Studies
College of Business, U. of Georgia
Athens, Ga.

*__Mary Estey Nash,__ B.A.
(1960-66; 1969-86)
(Mrs. Arthur L.)
West Chester, Pa.

*__Norman F. Smith,__ B.S. (1958-73)
Shaker Heights, Ohio

*__Richard E. Speidel,__ B.A., LL.M., J.D.
(1972-1991)
Beatrice Kuhn Professor of Law
Northwestern U. School of Law
Chicago, Ill.

Clifford A. Tyree, B.S. (1978-1991)
Tyree Community Service
Columbus, Ohio

Maurice J. Warnock, B.S. (1955-77)
Lancaster, Pa

Alumni-Elected Trustees

(Term Expiration Date)
Constance Barsky (6/01)
Janet Waugh Halliday (6/96)
Dana Hart (6/99)
David J. Hooker (6/98)
Scott Swank (6/00)
David B. Waller (6/97)

*Indicates Denison University Alumnus/a

FACULTY/STAFF EMERITI

Robert W. Alrutz (1952-90) Professor Emeritus of Biology
B.S., U. of Pittsburgh; M.S., Ph.D., U. of Illinois

Joseph R. de Armas (1966-86) Professor Emeritus of Modern Languages
Teachers Diploma Havana Normal School; Ed.D., Ph.D., U. of Havana

Frank J. Bellino (1958-94) Professor Emeritus of Music
B.F.A., Ohio U.; Mus.M., Eastman School of Music

Paul L. Bennett (1947-86) Professor Emeritus, Lorena Woodrow Burke Chair of English
B.A., Ohio U.; M.A., Harvard U.

William Brasmer (1948-91) Professor Emeritus of Theatre and Cinema
B.A., M.A., Northwestern U.

John B. Brown (1952-90) Professor Emeritus of Chemistry
B.S., U. of Kentucky; Ph.D., Northwestern U.

Tommy R. Burkett, (1963-93) Professor Emeritus of English
B.A., M.A., Rice U.; Ph.D., U. of Kansas

Mary K. Campbell (1956-79) Lecturer Emerita of Art

G. Wallace Chessman (1950-51, 1953-82) Professor Emeritus of History, Denison Alumni Chair
B.A., M.A., Ph.D., Harvard U.

Dominick P. Consolo (1958-92), Professor Emeritus of English
B.A., M.A., Miami U.; Ph.D., U. of Iowa

Lenthiel H. Downs (1947-80) Professor Emeritus of English
B.A., Tusculum College; M.A., Ph.D., U. of Iowa

William R. Dresser, (1960-1993), Professor Emeritus of Communication
B.A. Denison U.; M.A., Ph.D., Northwestern U.

Walter Eisenbeis (1961-91) Professor Emeritus of Religion
Staatsexamen Paedagogische Akademie Wuppertal (Germany); Ph.D., U. of Chicago

Milton D. Emont (1954-88) Professor Emeritus of Modern Languages
B.A., New Jersey State College, Montclair; M.A., Middlebury College; Ph.D., U. of Wisconsin

Janet Freeman, (1980-95) Professor Emerita of English
B.A., Carleton College; M.A., Smith College; Ph.D., U. of Iowa

Daniel O. Fletcher (1966-95) Professor Emeritus of Economics, John E. Harris Chair
A.B., Oberlin College; M.A., Ph.D., U. of Michigan

Thomas F. Gallant (1965-93) Professor Emeritus of Education
B.A., Ohio Wesleyan U.; M.Ed., U. of Maryland; Ed.D., Case Western Reserve U.

George L. Gilbert (1964-96)
Professor Emeritus of Chemistry and Wickenden Chair of Chemistry
B.S., Antioch College; Ph.D., Michigan State U.

F. Trevor Gamble (1963-96) Professor Emeritus of Physics
A.B., Colgate U.; M.A., Ph.D., U. of Connecticut

Felicitas D. Goodman (1969-79) Associate Professor Emerita of Sociology/Anthropology
Diploma, U. of Heidelberg (Germany); M.A., Ph.D., Ohio State U.

Charles E. Graham (1953-80) Professor Emeritus of Geology and Geography
B.S., M.S., Washington State U.; Ph.D., U. of Iowa

Roderick M. Grant, Jr. (1965-94) Professor Emeritus of Physics, Henry Chisholm Chair of Physics
B.S., Denison U.; M.S., Ph.D., U. of Wisconsin

Arnold Grudin (1953-86) Professor Emeritus of Mathematical Sciences
B.A., New York U.; M.A., Columbia U.; Ph.D., U. of Colorado

Elizabeth Hartshorn (1957-72) Professor of Personnel Psychology and Dean of Women Emerita
B.S., Connecticut College; M.A., Columbia U.; Ed.D., U. of California at Los Angeles

Robert R. Haubrich (1962-88) Professor Emeritus of Biology, Denison Alumni Chair
B.S., M.S., Michigan State U.; Ph.D., U. of Florida

William L. Henderson (1960-87) Professor Emeritus of Economics, John E. Harris Chair of Economics
B.S., A.M., Ph.D., Ohio State U.

J. Leslie Hicks, Jr. (1968-1993) Vice President Emeritus of Finance and Management
B.A., Gettysburg College; M.S., Bucknell U.

Eric E. Hirshler (1959-1989) Professor Emeritus of Art
B.A., Bowdoin College; M.A., Ph.D., Yale U.

William A. Hoffman (1960-1995) Professor Emeritus of Chemistry and Wickenden Chair of Chemistry
B.S., Missouri Valley College; M.S., Ph.D., Purdue U.

George R. Hunter (1954-86) Professor Emeritus of Music
B.F.A. (Music Ed), B.F.A., M.F.A. (Music), Carnegie-Mellon U.

Arnold Joseph (1963-92), Professor Emeritus of Modern Languages
B.S., M.A., Ph.D., Ohio State U.

Richard Kraus (1966-1991) Professor Emeritus of English
A.B., A.M., U. of Michigan; Ph.D., Stanford U.

Herman W. Larson (1944-76) Associate Professor Emeritus of Music
A.B., Augustana College (S.D.)

Nancy E. Lewis (1946-76) Professor Emerita, Lorena Woodrow Burke Chair of English
A.B., Denison U.; M.A., Duke U.; Ph.D., Ohio State U.

Parker E. Lichtenstein (1949-78) Professor Emeritus of Psychology
B.S., M.S., U. of Massachusetts; Ph.D., Indiana U.

Richard H. Mahard (1941-80) Professor Emeritus of Geology and Geography
A.B., Eastern Michigan U.; M.A., Ph.D., Columbia U.

Richard Markgraf (1966-90) Professor Emeritus of Communication
B.S., M.S., Ph.D., U. of Wisconsin

Kenneth B. Marshall (1953-91) Professor Emeritus of English
A.B., M.A., Ph.D., U. of Michigan

James L. Martin (1957-85) Professor Emeritus of Religion
B.A., Oklahoma City U.; B.D., Ph.D., Yale U.

Charles B. Maurer (1971-91) Director Emeritus of the Denison Libraries
B.A., A.M.L.S., U. of Michigan; M.A., Ph.D., Northwestern U.

Irving E. Mitchell (1949-77) Professor Emeritus of Sociology/Anthropology
A.B., Gordon College; M.A., U. of New Hampshire; Ph.D., Boston U.

Gail R. Norris (1949-51, 1959-84) Professor Emeritus of Biology
B.S., Ohio U.; M.S., Ph.D., Ohio State U.

Virginia C. Northrop (1952-75) Associate Professor Emerita of Dance
B.A., William Smith College; M.A., Sarah Lawrence College

Louis Petito (1953-79) Controller Emeritus
B.A., Princeton U.; C.P.A.

Keith W. Piper (1951-93) Associate Professor Emeritus of Physical Education
A.B., Baldwin-Wallace College; M.A., Case Western Reserve U.

Norman H. Pollock, Jr. (1948-74) Professor Emeritus of History
A.B., Denison U.; A.M., Harvard U.; Ph.D., U. of Pennsylvania

Fred L. Preston (1949-79) Professor Emeritus of Modern Languages
A.B., Ohio U.; A.M., Harvard U.; Ph.D., Ohio State U.

Mattie E. Ross (1952-85) Professor Emerita of Physical Education
B.S.Ed., Central Missouri State College; Ed.M., U. of Missouri; Ph.D., Ohio State U.

Samuel D. Schaff (1948-78) Professor Emeritus of Education
B.A., Denison U.; M.A., Ohio State U.; Ph.D., Columbia U.

Lee O. Scott (1952-79) Professor Emeritus of Religion
B.A., Occidental College; B.D., Union Theological Seminary; Ph.D., Yale U.

LeRoy G. Seils (1963-79) Professor Emeritus of Physical Education
B.A., Denison U.; Ed.M., Ed.D., Boston U.

Robert L. Shannon (1954-1993) Assistant Professor Emeritus of Physical Education
B.A., Denison U.; M.A. Ohio State U.

Wyndham M. Southgate (1946-75) Professor Emeritus of History
B.A., M.A., Ph.D., Harvard U.

Dwight R. Spessard (1953-81) Professor Emeritus, Wickenden Chair of Chemistry
B.S., Otterbein College; Ph.D., Case Western Reserve U.

Beatrice P. Stephens (1947-84) Director Emerita of Alumni Affairs
A.B., Lawrence U.

Andrew Sterrett (1953-90) Professor Emeritus of Mathematical Sciences and Benjamin Barney Chair of Mathematics
B.S., Carnegie Inst. of Technology; M.S., Ph.D., U. of Pittsburgh

Charles J. Stoneburner (1966-92), Professor Emeritus of English
Lorena Woodrow Burke Chair
A.B., DePauw U.; B.D., Drew U.; M.A., Ph.D., U. of Michigan

Morton B. Stratton (1943-76) Professor Emeritus of History
B.A., Tufts U.; Ph.D., U. of Pennsylvania

Ferris Thomsen Jr. (1965-90) Assistant Professor Emeritus of Physical Education
B.S., U. of Pennsylvania

Donald G. Tritt, (1959-95) Professor Emeritus of Psychology
B.S., Ohio State U.; Ph.D., U. of Chicago

Donald M. Valdes (1953-88) Professor Emeritus of Sociology/Anthropology
B.A., New Jersey State College, Montclair; M.A., George Peabody College; Ph.D., Ohio State U.

Elizabeth C. VanHorn (1953-83) Professor Emerita of Physical Education
B.S.Ed., Miami U.; M.S., Wellesley College; Ph.D., Ohio State U.

Charlotte F. Weeks (1944-74) Director Emerita of Admissions
B.A., Denison U.; M.A., Columbia U.

Marion Wetzel (1946-86) Professor Emerita of Mathematical Sciences and Benjamin Barney Chair of Mathematics
A.B., Cornell College; M.A., Ph.D., Northwestern U.

Josette Wilburn (1978-93) Associate Professor Emerita of Modern Languages
B.A., U. of Minnesota; M.A., Ph.D., Ohio State U.

Clarke L. Wilhelm (1962-95) Professor Emeritus of History
B.A., U. of Minnesota; M.A., Ph.D., Johns Hopkins U.

Irvin S. Wolf (1954-76) Professor Emeritus of Psychology
A.B., Manchester College; M.A., Ph.D., Indiana U.

FACULTY

Ronald Abram, (1995-) Asst. Professor of Art
B.F.A., U. of Central Florida; M.F.A., Tyler School of Art, Temple U.

Scott D. Ahlgren, (1996-) Instructor of Mathematics and Computer Science
B.A., Cornell U.

Bob Allen, Affiliated Studio Instructor in Music (jazz piano)
B.M., Capital U.

Linda Allen, Affiliated Studio Instructor in Music (flute)
B.M., Indiana U.

Christine Armstrong (1992-), Asst. Professor of Modern Languages
Licence, Univ. de Franche-Comte; M.A., Miami U., Ph.D., Cornell U.

David Baker (1984-), Thomas B. Fordham Chair in Creative Writing and Asso. Professor of English
B.S.E., M.A., Central Missouri State U.; Ph.D., U. of Utah

Gary L. Baker (1989-), Asso. Professor of Modern Languages
B.A., Juniata College; M.A., Pennsylvania State U.; Ph.D., U. of Minnesota

Theodore H. Barclay (1962-), Asso. Professor of Physical Education
B.S.Ed., Ohio State U.; Ed.M., Kent State U.

Robin L. Bartlett (1973-), Laura Harris Distinguished Professorship and Professor of Economics
A.B., Western College; M.A., Ph.D., Michigan State U.

Ronald Bartlett (1995-), Asst. Professor of Mathematics and Computer Science
B.S., Bridgewater State College; M.A., Boston College; M.S., Worcester Polytechnic Institute; Ph.D., U. of Memphis

Sohrab Behdad (1985-), Professor of Economics
B.S., M.A., Ph.D., Michigan State U.

Paul L. Bennett (1947-), Poet in Residence
B.A., Ohio U.; M.A., Harvard U.

James W. Bickel (1984-), Asst. Professor of Physical Education
B.A., Denison U.; M.A., Ohio State U.

William J. Bishop (1967-), Professor of Political Science
B.A., M.A., Ph.D., Northwestern U.

George J. Bogdanovitch (1972-), Professor of Art
B.A., Rutgers U.; M.F.A., U. of Iowa

John F. Boitano (1991-), Asst. Professor of Modern Languages
B.A., U. of Vermont; M.A., Middlebury College; M.Phil., Ph.D., Columbia U.

Daniel D. Bonar (1965-68, 69-), George R. Stibitz Distinguished Professorship of Mathematics and Professor of Mathematics and Computer Science
B.S.Ch.E., M.S., West Virginia U.; Ph.D., Ohio State U.

C. Keith Boone (1986-)Assistant Professor of Religion
B.A., St. Meinrad College; M.A., Indiana U., Ph.D., Emory U.

Elliot D. Borishansky (1968-), Professor of Music
B.A., Queens College; M.A., Columbia U.; D.M.A, U. of Michigan

Kennard B. Bork (1966-), Alumni Chair and Professor of Geology
B.A., DePauw U.; M.A., Ph.D., Indiana U.

David W. Boyd (1991-), Asst. Professor of Economics
B.S., Cornell U.; M.S. Stanford U.; M.A., Ph.D., Ohio State U.

Laura A. Boyd (1991-), Asst. Professor of Economics
B.A., Carlton College; M.A., Ph.D., Ohio State U.

Brenda Boyle (1995-), Instructor of English, part-time
B.A., Davidson College; M.A., U. of Southern California, Overseas Div.

Rick Brunetto, (1978-), Assistant Professor of Music
B.Mus., M.Mus., Ohio State U.

Emmett H. Buell, Jr. (1969-), Professor of Political Science
B.A., M.A., Louisiana State U.; Ph.D., Vanderbilt U.

Eloise Buker (1993-) Professor and Director of Women's Studies
B.A., Capital U.; M.A., Ph.D., U. of Hawaii

Theodore Burczak (1995-), BancOne Assistant Professorship in Economics and Asst. Professor of Economics
B.A., SUNY, Binghamton; Ph.D., U. of Massachusetts, Amherst

David Bussan (1987-), Asst. Professor of Theatre and Cinema
B.A., Denison U.; M.F.A., California Institute of the Arts

James Cameron (1975-), Professor of Mathematics and Computer Science
B.S., Ohio State U.; M.S., Stanford U.; Ph.D., Ohio State U.

Michael Caravana (1990-), Instructor of Physical Education
B.S., U. of Virginia

Tom Carroll, Instructor of Music (part-time)
Professional jazz musician

Marjorie Chan (1968-), Professor of Music
B.Mus., Oberlin College; M.Mus., Indiana U.; D.M.A., U. of Southern California

Victoria Chen (1992-), Asso. Professor of Communication
B.A., Simon Fraser U.; M.A., U. of California, Santa Barbara; Ph.D., Univ. of Massachusetts, Amherst

Mathew Chacko (1995-), Asst. Professor of English
B.A., Loyola College; M.A., University of Texas; M.F.A., U. of Alabama

Donna Childers (1990-), Asst. Professor of Political Science
B.A., M.A., Florida State U.; Ph.D., U. of California, Santa Barbara

William H. Clamurro (1986-), Professor of Modern Languages
B.A., Amherst College; M.A., Ph.D., U. of Washington

Judy Cochran (1984-), Asso. Professor of Modern Languages
A.B., Smith College; M.A., Ph.D., Duke U.

Robert Cole (1994-), Visiting Instructor of Dance, part-time

Kirk Combe (1991-), Asso. Professor of English
B.A., Davidson College; M.A., Middlebury College; Ph.D., Oxford U. (England)

Suzanne E. Condray (1980-), Asso. Professor of Communication
B.A., East Texas Baptist College, M.A., Colorado State U., Ph.D. Louisiana State U.

Kimberly A. Coplin (1993-), Asst. Professor of Physics
B.A., Denison U.; M.A., Johns Hopkins U.; Ph.D., Ohio State U.

John E. Cort (1992-), Asst. Professor of Religion
B.A., M.A., U. of Wisconsin; M.A., Ph.D., Harvard U.

Alain D'Amour (1994-), Asst. Professor of Mathematics and Computer Science
B.S., U. of Montreal; M.S., U. of Ottawa; Ph.D., U. of Virginia

Marsha J. Darling (1996-), Asso. Professor of Black Studies/Women's Studies
B.A., Vassar College; M.A., Ph.D., Duke U.

James P. Davis (1985-), Asso. Professor of English
B.A., U. of Missouri, Kansas City; M.A., U. of Kansas; Ph.D., U. of Illinois

Susan E. Diduk (1984-), Asso. Professor of Sociology/Anthropology
B.A., College of William and Mary; M.A., U. College London, U.K.; M.A., Ph.D., Indiana U.

Catherine Dollard (1996-), Instructor of History
B.A., Denison U.; M.A., U. of North Carolina

Gina A. Dow (1993-), Asst. Professor of Psychology
B.A., State U. of New York, Stony Brook; Ph.D., U. of Minnesota

Richard R. Doyle (1967-), Professor of Chemistry
B.S., Drexel Inst. of Technology; M.S., Ph.D., U. of Michigan

Jane E. Ellsworth (1993-), Affiliated Studio Instructor of Music (clarinet)
B.M., M.M., Cleveland Institute of Music; D.M.A., Ohio State U.

Carmelo Esterrich (1994-), Asst. Professor of Modern Languages
B.A., M.A., Pennsylvania State U.; Ph.D., U. of Wisconsin, Madison

Thomas A. Evans (1968-), Professor of Chemistry
A.B., Grinnell College; Ph.D., Michigan State U.

Panagiotes Fanaritis (1993-), Asst. Professor of Physical Education
B.S., Georgetown U.; M.Ed., Pennsylvania State U.

Jon R. Farris (1981-), Jonathan Reynolds Distinguished Professorship in Theatre and Professor of Theatre and Cinema
B.A., Harding College; M.A., U. of Wisconsin; Ph.D., Tufts U.

Todd H. Feil (1982-), Professor of Mathematics and Computer Science
B.A., Millikin U.; M.S., M.S., Ph.D., Bowling Green State U.

James E. Freeman (1976-), Asso. Professor of Psychology
A.B., California State U.; M.A., Ph.D., Bowling Green State U.

Tod A. Frolking (1984-), Asso. Professor of Geology and Geography
B.A., U. of New Hampshire; M.S., Ph.D., U. of Wisconsin

Barbara Fultner (1995-), Asst. Professor of Philosophy
B.A., Simon Fraser U.; M.A., McGill U., Ph.D., Northwestern U.

Michael M. Fuson (1989-), Asso. Professor of Chemistry
B.A., Haverford College; M.S., Ph.D., Yale U.

Susan Paun de Garcia (1987-), Asso. Professor of Modern Languages
B.A., M.A., Ph.D., U. of Michigan

David A. Goldblatt (1968-), Professor of Philosophy
B.A., Brooklyn College; Ph.D., U. of Pennsylvania

Dale S. Googins (1962-), Asso. Professor of Physical Education
B.S., M.Ed., Bowling Green State U.

Amy Glassner Gordon (1968-69, 1970-72, 1975-), Professor of History
B.A., Connecticut College; M.A., Ph.D., U. of Chicago

Michael D. Gordon (1968-), Professor of History
B.A., M.A., Ph.D., U. of Chicago

Karen Graves (1993-), Asst. Professor of Education
B.S., M.E., Ph.D., U. of Illinois, Urbana-Champaign

Amy Green (1995-), Asst. Professor of History
A.B., Harvard College; M.Phil., Ph.D., Yale U.

Desmond Hamlet (1984-), Professor of English
B.A., Inter-American U.; B.D., Waterloo Lutheran U.; M.A., Ph.D., U. of Illinois

Glenn Harriman, Affiliated Studio Instructor in Music (trombone, brass ens.)
B.S.Ed., M.A., Ohio State U.

Frank L. Hassebrock (1983-), Asso. Professor of Psychology
B.A., U. of Illinois; M.A., California State U., Long Beach; Ph.D., U. of Minnesota

Harry Heft (1976-), Professor of Psychology
B.S., U. of Maryland; M.S., U. of Bridgeport; Ph.D., Pennsylvania State U.

Timothy P. Hofmeister (1986-), Asso. Professor of Classical Studies
B.A., Swarthmore College; Ph.D., John Hopkins U.

Richard A. Hood (1990-), Asso. Professor of English
B.A., Wesleyan U.; M.A., U. of Chicago; Ph.D., U. of Rochester

Kevin M. Hoyes (1996-), Asst. Professor of Communication
B.A., Kent U.; M.A., Polytechnic of Central London; M.A., Polytechnic of North London; M.A., Ph.D., U. of Southern California

John L. Jackson (1974-), Asso. Professor of Black Studies
B.S., Miles College; M.Div., Harvard Divinity School; Ph.D., Ohio State U.

Garrett Jacobsen (1982-), Asso. Professor of Classical Studies
B.A., Franklin & Marshall College, M.A., Ph.D., Ohio State U.

J. Eduardo Jaramillo (1990-), Asso. Professor of Modern Languages
B.A., Pontificia Universidad Javeriana (Colombia); M.A., Ph.D., Washington U.

Allie R. Jensen (1993-), Affiliated Studio Insturctor of Music (piano)
B.M., M.M. Eastman School of Music; M.M., Ohio U.

David Jokinen (1992-), Asso. Professor of Art
B.A., U. of Minnesota; M.A., M.F.A. U. of Iowa

Michael Jung (1967-), Professor of Art
B.A., Denison U.; M.S., M.F.A., Wisconsin

Abram Kaplan (1994-), Asst. Professor of Environmental Studies
A.B., Oberlin College; M.S., U. of Wisconsin; Ph.D., U. of North Carolina, Chapel Hill

Zaven A. Karian (1964-), Benjamin Barney Chair and Professor of Mathematcs and Computer Science
B.A., American International College; M.A., U. of Illinois; M.S., Ph.D., Ohio State U.

Andrea Karkowski (1996-), Asst. Professor of Psychology
B.A., Lock Haven U.; M.A., Ph.D., U. of Montana

Andrew Katz (1993-), Asst. Professor of Political Science
B.A., Brandeis U.; Ph.D., Johns Hopkins U.

Barry C. Keenan (1976-), Professor of History
B.A., Yale U.; M.A., Ph.D., Claremont Graduate School

Laurel Kennedy (1990-), Asso. Professor of Communication
B.A., U. of Wisconsin, M.A., Ph.D., Ohio U.

Susan L. Kennedy (1992-), Asso. Professor of Psychology
B.A., M.A., Florida Atlantic U., Ph.D., Ohio State U.

Hiromi Kikuchi (1994-), Instructor of Modern Languages, part-time
B.A., Indiana U.; M.A., Ohio State U.

Paul G. King (1967-), Professor of Economics
A.B., M.A., U. of Detroit; Ph.D., U. of Illinois

John B. Kirby (1971-), Professor of History
B.A., U. of Wisconsin; M.A., U. of Michigan; Ph.D., U. of Illinois

Kenneth P. Klatt (1969-), Professor of Biology
B.S., Ohio State U.; Ph.D., U. of Minnesota

Robert Klips (1995-), Visiting Asst. Professor of Biology
B.S., SUNY, Syracuse; M.A., SUNY, Buffalo; Ph.D., Ohio State U.

Katrina Smith Korfmacher (1996-), Instructor of Environmental Studies
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B.A., M.A., U. of Houston

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B.A., George Mason U.; M.A., Colorado State U.; Ph.D., U. of Oregon

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Senior Staff

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Diplome, U. of Paris; M.A., Ph.D., U. of Denver

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B.A., St. Meinrad College; M.A., Indiana U.; Ph.D., Emory U.

Seth Patton, 1979 - Vice President of Finance and Management
B.S.Ed., M.S.Ed., Bowling Green State U.

Mary Jane McDonald, 1976 - Vice President of University Resources and Public Affairs
B.A., Denison U.

Charles J. Morris, 1969 - Provost
B.S., Denison U.; M.A., Ph.D., U. of Missouri

Perry H. Robinson, 1988 - Director of Admissions
A.B., Ripon College; M.S., U. of Wisconsin

Samuel J. Thios, 1972 - Acting Vice President of Student Affairs and Acting Dean of Students
B.A., Wake Forest U.; M.A., U. of Richmond; Ph.D., U. of Virginia

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Lenora Barnes-Wright, 1996 - Director of Academic Support
B.A. California State U; .M.P.H., Loma Linda U.

Admissions

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B.A., Denison University

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B.A., U. of Toledo

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B.A. Carleton College

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B.A., Hartwick College; Ed.M., Harvard U.

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A.B., Mt. Holyoke College

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Affirmative Action

TBA

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B.S., Ohio U.; M.A., Central Michigan U.; Ph.D., Ohio U.

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Bookstore

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Counseling Center

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Dining Services

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Finance and Management

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Financial Aid and Student Employment

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First-Year Programs

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Health Center

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B.A., Capital U.; M.A., Ohio State U.

Human Resources

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B.S., Ohio State U.; M.B.A., U. of Dayton

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Library

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B.A., U. of Vermont; M.L.S., U. of Illinois

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B.A., Amherst College; M.S. U. of Illinois at Urbana-Champaign

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B.A., M.A., Seoul National U. (Korea); M.L.S., George Peabody College

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B.A., Morehead State U.; M.L.S., U. of Kentucky; M.A., Bowling Green State U.

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B.A., M.L.S., Indiana U.

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B.S., Alabama College; M.S., Wichita State U.; M.L.S., Kent State U.

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B.A., SUNY, Brockport; M.A., New York U.; Ph.D., U. of Wisconsin, Milwaukee

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B.S., M.S., A&T State U.; Ed.D., Virginia Polytechnic Institute & State U.

Physical Plant

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Purchasing

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Registrar

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B.A., M.A., Glassboro State College
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B.A., Denison U.; M.Div., Union Theological Seminary; D.Min., Vanderbilt Divinity School

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B.S., Park College

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B.A., Creighton U., M.S., Emporia State U.

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B.S.Ed, SUNY, Plattsburgh

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B.S., South Dakota State U.

University Resources and Public Affairs

Lyn B. Boone, 1988- Director of Alumni Affairs
A.B., M.A., Indiana U.
Jonathan Bridge, 1990- Director of the Annual Fund
B.A., Denison U.
Stewart B. Dyke, 1983- Director of Public Affairs
B.J., U. of Missouri
Roberta J. Falquet, 1989- Associate Director of Annual Programs
B.S., Bowling Green State U.
Colleen C. Garland, 1992- Major Gifts Officer
B.A., Ohio State U.
Amy Hodgkins, 1995- Assistant Director of Annual Programs
B.A., Denison U.
Thomas B. Martin, 1970- Major Gifts Officer
B.A., Denison U.
Marion M. Massa, 1989- Director of Research and Records
B.A., Denison U.

Fleur W. Metzger, 1986- Publications Editor
B.S., Northwestern U.
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B.A., Marshall U.
William J. Seegers, 1981- Director of Development
B.A., Hampden-Sydney College; M.A., Princeton U.
Robert G. Seith, 1978-84, 1989- Advancement Communications Manager
B.A., Denison U.; M.A., U. of Arkansas
Gregory J. Sharkey, 1995- Associate Director of Alumni Affairs
B.A., Denison U.; J.D., Villanova U.
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Women's Programs

Lisa Ransdell, 1988- , Director

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